

VOLUME IX

The

NUMBER 2

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



OCTOBER, 1928



Don't "BUTT" with "Buts"



EXCUSES or pretexts for neutrality, whether or not so intended, are obstacles in the pathway of progress of any cause.

"Support of a principle, immediately coupled with a variety of expedient reasons for not putting it into practice is not support at all, but one of the most dangerous forms of opposition."

—Editor *Times and Tide*.

"Neutrality with regard to Christianity is open hostility."

—Arnold.

"A man must serve his time to every trade. Save censure—critics all are ready made."

—Byron.

No human institution can ever be perfect; no matter to how high a state of efficiency or perfection it has attained, the blemishes of human fallibility, of error perhaps, will be apparent.

ALBERTA TEACHER! Are you one of those who avow:

"I believe there should be a teachers' organization, *but* ;"

"I would join the A.T.A., *but* for or *if only* or *were it not that* ;"

"I would go ahead and work in, or assist to form a local *if* "?

Why "BUTT" a sound principle or institution with "buts," "but for," "if onlys," "ifs," "were it not that"?

"The most effective way to make it possible to translate classroom habits and technique is to have teachers assist and co-operate in the formation of programme or policy."

—Dr. E. A. FITZPATRICK in "*The Teacher's Responsibility to the Board of Education, School and Society*."

Surely the best way to further the cause of education, to help the child, to help yourself and your profession is to endorse the principle of organized effort, then work and, if necessary, fight for it. Example is better than precept.

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2. When the price of admission is from .11 to .30 inclusive, a tax of .02½
3. When the price of admission is from .31 to .50 inclusive, a tax of .05
4. When the price of admission is from .51 to .75 inclusive, a tax of .07½
5. When the price of admission is from .76 to 1.00 inclusive, a tax of .10
6. When the price of admission is from 1.01 to 1.50 inclusive, a tax of .15
7. When the price of admission is from 1.51 to 2.00 inclusive, a tax of .20
8. When the price of admission is over \$2.00, a tax of 25 cents.
9. A tax of 25 cents shall be paid by every person attending a boxing bout or contest, or a wrestling match.
10. Where admission is given by pass or complimentary ticket, a tax shall be payable at the highest rate charged for the performance to which admission is granted.

E. TROWBRIDGE,
Deputy Provincial Secretary.

GEORGE HOADLEY,
Provincial Secretary.



The A.T.A. Magazine



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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. IX.

EDMONTON, OCTOBER, 1928

No. 2

The Proposed New School Act

(ARGOS)

MUCH conjecture and speculation is rife respecting the promised complete overhauling of the "School Act. We say, *conjecture* and *speculation*, principally on the part of teachers, and arising quite naturally from a lack of definite information respecting any plan outlined by the Government. Both the Premier and the Minister of Education made pronouncements during and before the last session of the Legislature and since then in public addresses and to the members of our Provincial Executive, but nothing has yet been revealed that would give any other impression than that the whole scheme is in a very nebulous stage. Although the mass of details (which necessarily must be decided upon before the general scheme broadly outlined could be ready for submission to the Legislature), have not yet been worked out, it is safe to say that any overhauling of the Alberta Educational System will be done largely with the following factors borne principally in mind:

(1) The provision of more adequate supervision of and help to teachers, especially those located in rural areas.

(2) Devising ways and means of ensuring fewer dislocations of instruction to pupils, and more continuity of service of teachers in the same district.

(3) Providing a greater measure of equality of educational opportunity to rural school pupils, a longer period of operation of schools in the poorer districts, which now find it practically impossible to function and pay a competent teacher, if at all, for but a portion of each year.

(4) Providing as far as possible for all teachers to be placed on a schedule of salaries and to provide a pension scheme for teachers.

Nothing is easier than to *suggest* a general scheme or plan of reform. One might readily suggest, and the idea seemed somewhat attractive: "Cut the Gordian knot; abolish the whole system as it exists at present, introduce a state system of education; let the Government run the whole thing, appoint, dismiss, locate and pay everybody—teachers, supervisors, inspectors and administrative officials; transform the teaching body into a branch of the Civil Service; abolish the local school board and school board rate, and finance the schools from a provincial educational tax, supplementing, if necessary the proceeds from this tax by grants from general revenue."

On first thought this is the most obvious solution of a very vexed and difficult question. A state system of education is far more easily put into effect at the very beginning of things in a new

country where no other scheme has previously been tried out, than it is in a country like Canada wedded to a large measure of local autonomy in educational matters. Besides there were involvements, other than financial,—the Separate School question and the B. N. A. Act—which presented insurmountable obstacles to the institution of an "out and out" system of centralization. And so, with a sigh of relief from the teachers, the Government avoids a peck of trouble and the dangers of a governmental scheme whose benefits, in our opinion, would be far outweighed and outnumbered by the disadvantages, passes into the limbo of forgotten things.

It has been obvious for a long time that the greatest impediment to progress is the old, worn-out, small, inelastic conglomeration of units of administration known as the rural school district. We have over 3,000 rural school districts independent and autonomous and their too immediate system of local control of certain features of education has the reverse effect which at first sight it might be supposed to produce: instead of there being a wide variety in types of administration, there is instead an invariably uniform system everywhere. What is technically autonomous and presumably elastic is stereotyped and inelastic, and about the only feature breaking the monotony is the inequalities of assessment of the various districts: the board is able to operate the school the whole year round or perhaps pay the teacher \$50 or \$100 more than an adjoining district which has insufficient funds to carry on. Just to "carry on" so that the "kids" can go to school—that is the one and only aim. Education to the average individual is just "going to school." School is providing a building, paying the debentures, getting enough money to pay the teacher and carrying on as long as the funds hold out. The final result is that any two schools in the rural areas are as like as two peas and the lack of technical knowledge on the part of the average school board member and the average ratepayer results inevitably in a uniform standard of mediocrity—carrying on with a minimum requirement, satisfied if the Department of Education through its Inspectors of Schools has nothing adverse to say. This too immediate form of local control, in its actual working out, makes a misnomer of the term *local autonomy*. Autonomy implies freedom to exert initiative, independence of action, variety of procedure, but autonomy, so-called, results only in a casting of every school in the same mould. Freedom of initiative can not be

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exercised unless there be knowledge to produce the capacity to exert it and the same applies to independence of action. No matter how keen on education and well informed the odd rural school board member may be, the fact remains that he is so much in the immediate presence of every ratepayer who feels and often exerts his right to "butt-in" and "raise Cain" with teacher or board, that he must needs either quit or let things run in his district in the same old way as they are run in other districts: so much money must be provided to pay the teacher, so much for debentures, so much for janitor services, etc., and there is the end of it. The teacher's job must be put up to auction and no more must be paid to the teacher than is commonly paid in the immediate neighborhood. The teacher and the school are so visibly the direct recipients of taxes, and every dollar spent or saved on teacher's salary means so many cents spent or saved by the individual taxpayer, that it is a bold school board—and such are rare indeed—who braves the objections to retaining an efficient teacher year after year by placing him on a schedule. "Why pay this teacher \$..... when School Board can get a pretty good teacher—as good as ours anyway, for \$..... less?" Which being interpreted means that neither the individual ratepayer nor school board member can in the very nature of things do other than think in terms of individual experience only—they can not think or act provincially and the system of autonomy so-called defeats itself.

A well-known public man suggested to the writer the other day that the Department of Education might pay a few outstanding educationists with oratorical ability to organize a province-wide missionary campaign in the interests of education; speakers would address meetings in every corner of the Province and convert the citizens to education in a wider sense. A very good idea as far as it goes but how far could it go? Ten highly paid speakers could not visit every school district in the Province once in two years even if the Government would bear the expense. Furthermore, progress in education can not be achieved by speeches, and it would take far more than one speech to change the hearts and minds of ratepayers of rural school districts, to convert them to leaving alone the school, the school board and the teacher. The present system has served its purpose in the past, and served it well, but under modern conditions it has become, as the Minister of Education termed it, a "hay-wire system." The present system can not be saved by faith or works. The factory must be renovated entirely and modern machinery installed. It is impossible to make a Rolls Royce system out of an antiquated Ford. Efficiency experts in the form of supervising officers must be installed in every section throughout the service, who will be free to recommend and induce the ratepayers to bring their schools into line with modern requirements.

But how can the school system be so reformed without any denial of the principle of local autonomy? There are many who believe that the introduction of the County or Divisional Unit of Administration would reinforce rather than weaken the principle of local autonomy, and rapidly tone-up and improve the whole system in every way.

Under the proposed scheme, as far as present information leads us to believe, the Province would be divided into a number of divisions, each including within its area from 100 to 150 school-rooms, making it sufficiently large to provide scope for one supervisor or superintendent and, perhaps, one or more assistants known as visiting teachers. This supervisor or superintendent must be a highly skilled technician and teacher of experience. He will advise the County Board regarding appointment, dismissal and location of the members of the teaching staff, as do the superintendents of schools in the cities. He will most likely be appointed by the County Board upon recommendation or approval of the Department of Education, and it is suggested that the Department will have certain control in regard to dismissal. The County Board will consist of from five to seven members either elected directly by the ratepayers under a ward system or chosen by the members of rural school boards at their annual convention.

(N.B.—It is intended that the rural school boards will continue to exist as at present, retaining their powers with the exception of providing the teacher's services).

The matter of financing the scheme is of course fundamental and possibly the most difficult of solution. The local school board rate fixed by the school district will remain as usual and the other sources of revenue to support the system have not yet been definitely decided. It is expected that the County Boards will be financed from the following sources from the Provincial General Revenue:

- A.
- (a) A Consolidated Educational Fund—a province-wide levy on real property made by the Provincial Legislature: an increase of the Supplementary Revenue Tax.
- (b) Government grants from general revenue.
- (c) A small County Educational Tax to take care of additional services other than obligatory minimum services required by the Department, e.g., nurses, dentists, medical officers, etc.

OR

- B.
- (a) NO Consolidated Educational Fund.
- (b) Government grants from general provincial revenue.
- (c) A County Educational Tax fixed by the County Board itself, to furnish the major portion of the finances.

The tax collecting authority for all purposes will be the municipality, which will be requisitioned for money by the school boards, county and rural, as is now the case where the municipality is the tax collecting body for the rural school board.

One of the real snags in connection with the field of administration of County Units is whether or not the town and village boards will come under their jurisdiction. The different avenues of income now in existence in different villages and towns, sometimes next door neighbors, and other involvements in methods of assessment of property real and personal, are proving a real problem and the question is receiving earnest consideration. It is considered by many that to exclude these centres from the County system would militate against its comprehensiveness, and therefore, its effectiveness. However it is to be hoped that a solution to these difficulties may be found

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and that a homogeneous system throughout the Province will be developed: i.e., all schools except city schools will form part of a County unit.

It is extremely difficult at this stage to forecast in any satisfactory manner the effect of the proposed changes upon the teacher.

*The New
System and the
Teacher*

It may be accepted however as certain that the placing of the members of the profession under autonomous bodies of wider responsibilities having a large number of teachers under their control must react to our advantage. If no other benefit accrued than freeing the teacher from the irksomeness and disabilities of too immediate official contract with ratepayer board members and their families and friends and making him responsible to a more efficient and larger board largely guided by a person well skilled in education and teaching, the change to him would be welcomed with open arms. To be freed from being so constantly weighed in the balances by people without real knowledge of education will bring a world of relief. To be able to obtain advancement or change without severing connection with his employer; to grow up with a local system, with prospects of promotion and advancement therein, will be a real boon and tend to stabilize and make more permanent the work of teaching. It may mean that the teachers will be compelled to sacrifice in some measure their present freedom to change schools or employers—a little more of "*going where you are sent*"—after being appointed to serve under a particular board may be more the teacher's lot than heretofore. But if the scheme develops along the right lines schedules of salaries should be in effect in every section of the Province and there will be an economic obstacle to capricious changing from school to school; for changing employers where there are schedules usually means a "drop". It is not beyond the region of possibility that the Department itself will set a schedule, or at least a minimum schedule of pay, for teachers throughout the Province, if not, this alternative has been suggested—a commission appointed by the Minister might sit with a view to drawing up a series of recommendations to County Boards, the commission to consist of representatives of school boards and teachers. The schedule once approved by the commission might leave boards legally free to adopt or reject, but the grants from the Government might be so arranged that it would be to any board's financial advantage to adopt it.

And lastly, but by no means least, the new changes might pave the way for an immediate putting into effect a teachers' pension scheme.

It would appear that the Minister is tackling his problem in a careful and thorough manner and weighing the pros and cons of every alternative. The possibilities of a really great advance, the most forward step that has yet been taken by any province in Canada along the line of administrative reform in education, is on the eve of fulfilment. The A.T.A. and others interested in the welfare of education and the child are buoyed with hope and confidence. The grand opportunity and appropriate moment are right here and now, they are coincident; therefore no spirit of uninformed criticism, sectional jealousies nor wanton throwing of a "monkey-wrench" into the cogs

should mar the chances of success and the putting into effect of a scheme as comprehensive and thorough as the situation calls for. One thing, however, may always be taken for granted: the school is so close to the hearts and minds of the people of Canada and Alberta especially, that any suggested radical change will be viewed with suspicion and prejudice. The pioneers, the parents, the children, the ratepayers (once its pupils), the community, have so grown to look upon the school and its activities almost as part and parcel of themselves—the subject of meal-time conversation, the local cockpit, the social center, dance room, lecture hall, concert hall—that naturally the thought of "our own" school being a significant unit in a Provincial system of education—its essential and cardinal purpose and function—can hardly be grasped. Any intention therefore, of involving the local schools in a provincial scheme of reform can hardly be expected to be received but with many murmurs of disdain and disapproval. Every agency that can be induced to co-operate is challenged to work and educate the public in the name of education and the children.

Canadian Book Week November 4th-10th

The Canadian Authors' Association has chosen the week of November 4th-10th as the dates for Canadian Book Week in 1928.

This is the 8th year in which this Canadian Book Week has been observed. The purpose of this Book Week is to call the attention of the Canadian public to our Canadian writers and their work, and to develop as wide-spread an interest as possible in our Canadian literature. The Canadian Authors' Association would appreciate very much indeed the assistance of Canadian teachers in the observance of this week. It is suggested that teachers might take any available opportunities during the week to call the attention of their class to our Canadian writers and show to their classes volumes of Canadian literature, and to talk about Canadian writers, using photographs or autographs, and in any way to interest our boys and girls in the writers of our own country.

The Ontario Library Review, in its numbers for November, 1927; February, 1928; May, 1928 and August, 1928, contains a great deal of information about various leading Canadian authors. Copies of the Ontario Library Review may be had on application to the Inspector of Public Libraries, Mr. W. D. Carson, Department of Education, Parliament Buildings, Toronto.

NAME, PLEASE?

A splendidly written article vigorously criticizing a request made to the school board by a large High School Local has been received through the mail.

It has never been the policy of *The A.T.A. Magazine* to bolt the door against sincere criticism of ourselves nor the Alliance and its affiliated organizations, and we ask the writer to accept as the *only* reason for his effort being ignored in this issue is that his name has not been disclosed to us—not even in confidence.

We refuse always to publish under assumed names articles attacking others than ourselves, but we have no particular objection to inserting this particular onset on ourselves under the writer's *nom de guerre*.

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Obituary.

The citizens of Castor and all connected with educational work throughout the West, were shocked to learn of the death of Inspector Butchart at Castor on Friday, September 14. Mr. Butchart had been in failing health for several weeks and took to his bed about a month ago, the cause of death being due to heart trouble. The funeral service which took place at Knox United Church, Castor, was conducted by Rev. F. E. H. James, B.A., the pastor, assisted by Rev. T. Mitten, rector of All-Saints Anglican Church, Castor. The presence of such a large congregation, including the Minister and leading officials of the Department of Education, was but one evidence of the veneration in which he was held both locally and throughout the Province.

Mr. Butchart was a very quiet man, of winning personality, liked and highly respected by all who knew or came in contact with him, either in his duties as school inspector or in private life. He was a par-



JAMES C. BUTCHART, B.A.

ticularly strong but quiet advocate as far as his official position would permit, of the teachers' professional organization movement.

The late Mr. Butchart was born in Grey County, Ontario, in 1865, and was almost 63 years of age. At the age of six he moved with his parents to North Carolina, returning to Canada in 1878. In 1879 they moved to Pilot Mound, Manitoba, where Mr. Butchart received his schooling, later going to Manitoba University, whence he graduated in 1892 with the degree of B.A. in philosophy. He taught school for a number of years in Manitoba and at Victoria, British Columbia. In 1906 he had his first appointment in Alberta as principal of Olds school, followed by a period at Vegreville, which school he left in 1909 to become an inspector. He had charge of the Vegreville inspectorate for a number of years, being transferred to Cas-

tor a few years ago, which inspectorate he held up to the time of his death.

Geneva, 1929

The final decision as to the place of meeting for the Third Biennial Conference of the World Federation of Education Associations for 1929 was left to the European directors of the W.F.E.A. Invitations were received from Geneva, Berlin, Brussels and Peking. The European directors conferred on the matter and visited Geneva to examine the facilities in that city for handling a great world conference, and they unanimously decided to accept Geneva's invitation.

The provisional dates for the Geneva Conference are July 26th to August 3rd. The draft programme is now under consideration by the Board of Directors and will be ready for publication at an early date. The various sections of the W.F.E.A. are hard at work on their sectional programmes and a good deal of progress has already been made. For example, the draft of the Canadian Teachers' Federation report on "The Tenure of Teachers" was presented to the C.T.F. Conference in Winnipeg this summer by the British Columbia Teachers' Federation, which is making the study. The report was discussed and referred to the B.C. Teachers' Federation for another year's work. It will be present-

ed at the Quebec conference of the C.T.F., in July, 1929, and from there sent on to the Geneva Conference.

At the Winnipeg Conference of the C.T.F., I was appointed Chairman of the Committee on the Canadian Delegation to Geneva. The duties of that Committee are (a) to get in touch with every tour party of Canadian teachers and with all individual Canadian teachers who are planning to attend the Geneva Conference and to be of any possible service to these parties and individuals in planning their stay in Geneva, e.g., registration, boarding places, etc. (b) To locate a Canadian Headquarters in Geneva and arrange for meetings of the Canadian delegation daily or at such times as are necessary.

I should appreciate it very greatly, therefore, if all who are organizing tour parties to Europe next year, and are including Geneva in their itinerary would communicate with me at the earliest possible date. I should appreciate it also if individual teachers, not attached to tour parties, would also advise me as to their plans, so that I could put them in touch with Geneva arrangements.

E. A. HARDY,
Chairman, Committee of Canadian
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TORONTO 2

"I saw your name in the A.T.A."

EDUCATIONAL RESEARCH DEPARTMENT

EDITED BY WILFRED WEES

Members of the A.T.A. Committee on Educational Research.

Wilfred Wees, M.A., B.Educ., Chairman; L. G. Bennett; C. B. Willis, M.A., D.Paed.; D. L. Shortliffe, M.A.; H. C. Newland, M.A., LL.B., B.Educ.; M. E. Lazerte, M.A., B.Educ., Ph.D.; H. D. Ainlay, B.A., President of the A. T. A.; and Members of the Provincial Executive, Ex Officio.

In its broader sense the A.T.A. Committee on Educational Research includes all the teachers of the province who are interested in an attempt to solve some of the practical problems of pedagogy. The studies conducted by the members of this Committee would be impossible without the co-operation of a large number of the members of the A.T.A. The studies in which co-operation is requested are: (1) The Determination and Diagnosis of Difficulties Encountered by Pupils in the Study of Algebra I; (2) Standardization of Tests and Measurements Suitable for Use in Alberta Schools; (3) Determination of the Extent to which Speed and Accuracy in Rapid Calculation Carries over into Problems Involving the Same Processes; Two further problems are under consideration by members of the Committee; (4) An Investigation into the Ways in which Vocational Guidance is Given to High School Students in Various Canadian Centres; (5) The Value of Formal Grammar to Students of the High School Junior Grades.

The work in Tests and Measurements will be conducted by C. B. Willis, M.A., D. Paed. In the following paragraphs Dr. Willis has outlined the purpose and importance of the study.

"Research work naturally falls into two divisions:

- "(a) Discovery of new facts;
- "(b) Investigation work or the discovery of conditions in a given situation.

"Both of the divisions are valuable and are of tremendous importance to the pure scientist, the psychologist, but are matters of comparatively little consequence to the applied scientist, the educator, unless they are followed up by actual practical work in education. The starting point for research work for the educator is the unsolved classroom difficulty, but for the psychologist, it is any unknown factor in his field whether immediately or even remotely useful. Most important of all, at the present day, is the practical application of such research as has been carried out particularly in the line of measurements as evolved by workers in administration.

"The work in Test and Measurements being undertaken by the A.T.A. consists of three parts.

"(a) Decision as to what tests are suitable for use in Alberta schools.

"(b) Obtaining an Alberta standard for such tests.

"(c) As a corollary, making and standardizing new tests where such are required.

"While as yet only a small beginning has been made, it is quite possible that this work may de-

velop into an A.T.A. Department of Tests and Measurements, particularly in view of the fact that neither the Department of Education nor the University of Alberta have as yet, shown a disposition to establish this service. Such a department would advise teachers as to what test to use for any particular purpose and how to use it.

"A few of the uses of tests might be mentioned. One of the chief uses is for purposes of classification or grading of pupils. Frequently, a teacher, going into a new school, wishes to know if the grading is satisfactory and this can be checked up and changes made by the use of the proper tests for classification purposes. Placing of new pupils from outside points and making promotions at the end of the year are allied problems.

"Supervisory problems are just as important as are classification problems. Supervision of the pupils' work by the teacher is dependent on an early and accurate size-up of a new class and later testing as to the results of the remedial measures employed. Tests enable teachers to check-up on any subject or even in a small part of a subject such as addition of fractions, appreciation of poetry or knowledge of French vocabulary.

"In order to meet the growing need in the administrative problems of classification and supervision, the A.T.A. is prepared to advise members, desirous of dealing with any such problems, as to what tests should be used in any given situation, and how to use them, and will also assist in the interpretation of the results obtained, if it is so desired."

* * * * *

A number of teachers have already signified their interest in the work to be done in Algebra I and have offered to help. In the June issue of this magazine the problem was outlined. Instructions by Dr. Lazerte are published herewith for any teachers who are willing to help and for those who wish to follow the results of the investigation.

"We hope to get a more intimate insight into the specific difficulties that individual pupils have in mastering Algebra I. The information we are looking for could not be collected by sitting at a desk with a textbook in hand. By studying the text we might form subjective judgments regarding the difficulties inherent in logically arranged subject-matter. The text is written on the assumption that each pupil is prepared to profit by the work outlined and discussed. In actual practice pupils come to each section of the work with varying past experiences, with varying viewpoints and with individual difficulties. To the extent that past instruction and training have been inadequate, present difficulties will be great in number. We hope in this investigation to get a list of actual mistakes made by pupils, together with the real, basic reason for each specific mistake. We want to see Algebra I from the pupil's point of view.

"It is desired that each teacher, as far as time permits, keep a record of the mistakes made by

*Studies to be
Conducted by the
Committee*

*Tests and
Measurements.*

*Students' Difficul-
ties in the Study
of Algebra I.*

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Proprietor

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pupils in dealing with given sections of the work. Let us suppose that pupil A has made an error in removing brackets from $(a+b) \times (c+d)$, and that he has written the answer as $ac+bd$. The error is easily classified as one in finding the product of two binomials. So far so good, but, the important step is to find the cause of this error. By questioning pupil A the teacher should discover the errors and deficiencies in his thought processes that make this error possible. The one error may have any one of a dozen or more causes. One wonders if the pupil failed because:

"(a) He was merely applying a rule which he had not mastered;

"(b) He had no appreciation of the fact that $(a+b) \times (c+d)$ is equivalent to $(a+b) \times c$ added to $(a+b) \times d$;

"(c) He does not know what multiplication really means;

"(d) Although he understands the operation fully he forgot in his hurry to complete it;

"(e) He is bewildered by the use of literal numbers;

"(f) He does not understand the arithmetic of $(3+8) \times (5+6)$;

"(g) Etc;

"(h) Etc.

"Suppose a student wrote: $\frac{ab-ac}{a}$ equals $ab-c$.

This is not to be listed as merely a mistake in cancellation but as a confusion regarding the meanings of expressions such as $ab-ac$, $a(b-c)$, $ab-c$, etc. The pupil in the quizzing that followed the work said that the answer was $(ab-c)$ 'Because if you take the quantity "a" out once you cannot take it out again.' The diagnosis could be followed even further in this case by going back to arithmetical numbers and discovering what the pupil knew about ordinary cancellation and factors.

"For $4x-6y$ equals 20, one pupil substituted $16x-24y$ equals 20. Was this a case of forgetting to multiply each side of the equation by 4? No, it was not, and to catalogue the error thus would be of no assistance to us. When trying to find the WHY of the error, this pupil gave the teacher the following work:

" $x/3-y/4$ equals 6, therefore $4x-3y$ equals 6,' giving as his explanation: 'To get rid of the fractions I multiply by 12. But do not multiply the 6 by 12, because you multiply only for the purpose of getting rid of fractions.' It is possible that the pupil does not grasp the significance of a simple equation, hence it would be well to carry the diagnosis back into this field.

"One subject wrote: $5x-(2x+4)$ equals 14.

$5x-2x+4$ equals 14.

$3x+4$ equals 14.

This must not be listed as merely an error in the removal of brackets. The teacher gave the pupil a series of examples such as:

To $x+4$ | From $3x$ | To $3x$ | From x
Add $2x+3$ | Subtract $x+4$ | Add $x-6$ | Subtract $5x+2$

"For the second and fourth examples the answers given were, ' $x+4$ ' and ' $-4x+2$.' The error that appeared in the removal of brackets was traced back to a more fundamental setting for in explanation of the second of the four questions the pupil said 'Plus four from nothing equals plus four.'

"As indicated above, it is not sufficient to cata-

logue errors, but it is necessary to analyze the causes of error and get back to fundamental defects. This means that there must be questioning of individual pupils. No teacher can be expected to take time to classify all the errors that arise in connection with the Algebra I, but it is suggested that each teacher select a few topics in the course and investigate carefully the errors relating to these.

"Explanations may be added by the teacher in the report, but in an investigation of this sort it is actual data that is in demand. Opinions when expressed should be marked as OPINIONS.

"It will be preferable for each teacher to take only a few topics and make a careful analysis in the one selected field. The diagnosis should be as complete as it is possible to get it. Intensive investigation of a few errors is worth much more than an extensive investigation, that does not succeed in getting down to fundamental defects. It is to be expected that many causes will be traced back to elementary work in arithmetic. In these cases the diagnosis should be followed back into that arithmetic.

"No specific list of topics is to be suggested. Each teacher would make a different classification of topics and it is thought that if the work of the pupils is reported in each instance, and a full report of the diagnosis is given, it will be possible when making the summary report to classify the errors under suitable headings.

"It was indicated above that this work must be with individual pupils. There is one supplementary bit of work that may be done with the group. If an examination is given to the class, or if any test work is collected, it would be interesting to make a record of all the errors and note their respective frequencies. The type of error and its relative frequency could then be reported. This summary would be interesting if the entire test or examination were on one specific topic such as 'Removal of brackets,' 'Transposition of items,' etc.

"Following is a suggested form in which each report might be made. By a report is meant the diagnosis of one single error on the part of one pupil. It is true that at times one cannot succeed in getting a diagnosis of the difficulty, but this is to be expected. If pupils catch the spirit of the work, they will reveal many underlying deficiencies that ordinarily remain hidden.

Form of Report

Pupil's name
General standing in mathematics.....
Time studying Algebra I
Special comments

Example or item to be worked "....."

Pupil's work as given "....."

Diagnosis: Step 1 Question: "....."

Reply: "....."

Question: "....."

Etc.

Step 2 Question: "....."

Reply: "....."

Etc.

Step 3 Etc., etc."

Kindly note that all communications and reports in connection with this investigation in Algebra should be addressed to Dr. M. E. LaZerte, University of Alberta, Edmonton South. It is sug-

gested also that as soon as you get the work under way you send in a sample of the work done so that if necessary suggestions may be forwarded that will result in keeping the work of all interested parties properly co-ordinated.

* * * * *

Another matter for investigation is "Whether the speed and accuracy developed by the four processes in RAPID CALCULATION carries over into PROBLEMS involving the same processes." This investigation is being conducted by H. D. Ainlay, B.A.

"A great deal of time and attention," Mr. Ainlay states, "is devoted to the purely mechanical work in the four processes. Doubts have been expressed as to the value of this work seeing that in real life the work of mathematics is always tied up with some definite problem and is not merely the work of manipulating certain mathematical symbols.

"Whether the present form of rapid calculation tests develop the necessary ability or give the needed training to enable the student to do the problem work more accurately has been guess work. It is the desire of the committee to endeavor to get at some definite facts which may be of help to the teacher in arriving at the desired results.

"Test material will be prepared in an effort to get a sufficient number of cases to make the conclusions arrived at fairly accurate. To do this properly it will be necessary to have the full co-operation of the teachers in the province interested in the work of research."

* * * * *

Every high school has its quota of so-called "dude" children who do not measure up to the standard set for high school accomplishment. In most cases one of two causes seems to be active. Either the student is not interested in the sort of work that the high school offers him, or he lacks the necessary mental equipment. It is not often that a child is found who is constitutionally lazy; many children who appear to be lazy could be induced to work if the right stimulus were found or if they were given work that they had the ability to do.

It is folly for the teacher to tell an uninterested or incapable child that he is "a worthless good-for-nothing"; usually it is not true. On the other hand it is uneconomical administration for school boards to allow the schools to be cluttered up with uninterested and incapable children. And parents who insist on such children "getting an education" very often have a mistaken idea of the meaning of the word education.

The trouble at the present time seems to lie, not so much in the lack of facilities for training children who will not or can not do justice to academic instruction, as in the lack of facilities for advising children as to the type of training suitable to their needs and capabilities.

D. L. Shortliffe, M.A., has undertaken to find out the ways in which children are given vocational advice in the principal Canadian centres of education. It is hoped that later some of the methods may be given trials in Alberta as a preliminary to a more vigorous campaign for Vocational Guidance in schools.

Random Ravings of a Restless Ranter

THIS is a great day for "new" things! We have a hundred systems of art, from photography, in which the visual sensations are so complete as to leave little to the imagination, to the "impressionist" system, in which two daubs and a mistake leave scope enough for the imagination to conjure up anything from a saint to a European diplomat!

Likewise we have the "new" woman! How we shudder when we read of the timid little, anaemic, non-voting, fainting female of Victorian times! How we expand with pride and admiration when we behold the fearless, athletic, deep-breathing, voting amazon of our own day! Think what it means to have doubled the number of voters! Twice as many free people as before to have their minds fooled with and befuddled! What a theme for the patriot! What a pasture for the statesman!

Of course we have the "new" war! In days of old international issues were "settled" in the main by relatively small groups of professional soldiers while the bulk of the population followed almost literally the slogan "business as usual." Not so in these days of democracy! Who shall deny "the people" the sacred right to participate in the great game of scientific slaughter? The screams of the shells are equalled only by the screams of "the people" for slaughter and yet more slaughter. According to the predictions of the generals and admirals—those guardians of the valor of mankind—the next war will be a truly democratic one and the safest place will be found in the front line trenches! The patriotic civilian behind the lines, shouting for the blood of "the enemy," will have the true democrat's thrill of being blown from his bed at three o'clock in the morning by a democratic bomb from an opposing air-plane! Even missionaries on their way across the Pacific to carry the glad tidings to the heathens that we have a civilization which boasts of its exploits with gas bombs and machine gun bullets, will be running the risk of being sent to Davy Jones' locker by a Christian torpedo! Who can deny that our minds are getting brighter, our instincts finer, with the passing of the ages? Here is a theme for some of our experts on "citizenship"!

Of course we have the "new" education! Think of the modest little program of our public schools a few decades ago! The bulk of the child's life was spent in the wicked diversions known as play. Even his simple little occupations at school, chiefly "readin', writin', and 'rithmetic," partook largely of the character of playful rivalry—a diversion from his other diversions. He was "taught" little and spoon-fed not at all! The question of an infinitely complicated system for "building up" his world never crossed the mind of either him or his teacher. His world, like Topsy, just grew! His teacher simply got him to work, with little thought of norms, graphs, correlations, extro-versions, intro-versions, distribution curves, measles, or inhibitions. And yet that child—the wicked little scamp—came out at the end of grade

eight able to spell several hundred words without having been put through any process consciously designed to "build up his world of number relations" he could perform pieces of "figuring" that would be the envy of some of the democratic mobs sitting in our high schools today!

The fact is, if our educational Solons are correct, we are now confronted with the "new" child, who has to be analyzed, graphed, oriented, conditioned, regenerated, etc., before he can do anything for himself or have anybody else do anything for him. And when I contemplate the mauling he gets at school I marvel that he is not "newer" than he really is! It is a wonderful testimony to the abounding vitality he has re-

ceived as "the heir of all the ages" that he comes through it all with a modicum of his original sense intact!

But this new education is not without its comic aspects. Having mauled the senses out of the child, having spoon-fed him into a state of abject helplessness, having crammed his mind with an infinitude of odds and ends of the universe till he has intellectual gastritis, we show our instinct for "scientific" education by plotting a graph to show his career at high school and college! Having spread a plague abroad we carry on an extensive and intensive "scientific" investigation to show to what extent the disease "took".

This is the "new" age!

R.

"S. O. S.!" "The Biter Bitten"

ARGOS

THE biggest surprise in years, as big as it was unexpected, is the sudden under supply of teachers in Alberta. Many school boards, deserted and teacherless find themselves just where they deserve to be. The chickens hatched during the past few years have come home to roost; meanness and stinginess brings their own reward. Here is an illustration of what we mean.

A certain school board, wealthy and comfortable, in every respect—low mill rate, assessable property over \$300,000—more able to pay a teacher \$2,000 per annum than many other districts could pay \$500, "banked" on last year's plan which "worked," to play the teacher market. That is to say, they were to be in no hurry to advertise for or seek a teacher until the very last moment, wait until some teachers were feeling anxious over being left without a school until so late. The job was then put up for auction in hopes that a cheap teacher could be secured for \$900. "Why waste money? Good teachers can be gotten for less than \$1,000. Let's try for one anyway, teachers are plentiful." A last minute advertisement was inserted which produced over 50 applications. Of course, every one of the applicants had made application elsewhere, and everyone had been "snapped" up in the meantime before our "wise" board definitely decided which one was the *best for the money*, i.e., which one holding not less than a second class certificate quoted the lowest price. This board together with a number of others of like mind and heart is now "left" and frantic offers of the "mighty high" \$1,100, even \$1,200, are unavailing.

What has caused this stampede for and scarcity of teachers? It certainly is not due to the *small* (?) number of normal graduates—there were over 700 last year. Not this year's auction sale of jobs, nor last year's nor the year's before—every year has done its "bit" and the cumulative result of years of squeezing produced the recent exodus from the profession. Here is a record of "quits," all associates of one young teacher, himself able, (Graded Ex. by the Inspector) ambitious, fond of teaching, no "flitter" by disposition but "through" with teaching:

3 friends entered into partnership with garageman, general store keeper, and lumberman respectively.

2 going to Varsity—don't expect to be back.

1 got a better position as teacher in U. S. A.

1 got a better position down East.

1 gone into life insurance—made more during July and August alone than during a whole year at teaching.

2 got married.

1 going to live at home—father has bumper

Total 11. crop, mother could do with help.

Other teachers could be found who are able to supply similar lists of "quits" since June. Many of the best, the promising ones usually, have left the work. All anticipation of achievement has been dissipated: lack of brighter prospects; lack of salary schedule and compensation for experience and successful service; lack of tenure and consequent humiliating position or danger of such; most of all, lack of self-respect or common-sense at the thought of staying with a "blind alley" job—all these factors have produced a lack of teachers. Those leaving the work smile and say: "Teaching is the finest thing in the world—to get out of." And who that knows the real conditions blames this spirit of cynicism.

Every newspaper, small and large is spreading throughout the West the spirit of optimism; every issue contains glowing accounts of record crops, boom in building construction, new railways, new roads, new discoveries of mineral wealth, new developments everywhere and vigorous healthy business conditions. Optimism, anticipation and ambition is in the very air we breathe. Business openings are once again presenting themselves to all and sundry with ambition and ability, and unless something be done very shortly to stem the exodus the effect on the teaching body and the educational system will be disastrous. No useless talking about the joys and rewards of teaching, or the nobility of the work is likely to induce intelligent, ambitious young men and women to stand in their own economic light. Conscientious service may be performed in other walks of life besides in teaching: they know this well enough, and alluring prospects of present and future success by entering other callings can not be dissipated or beclouded. If the educational system is to hold such, then it must *compete* for them: the economic "pull" of education must be at least as strong, nay stronger, as that of business or

other vocations; it must be stronger because there must be some compensation for lack of future prospects or "top" to teaching.

The writer suggests a few "pulls":

- (a) A salary schedule for every teacher.
- (b) Killing of "sale by auction" of positions.
- (c) A revised School Act so formulated that experts and experts only shall be called upon to judge the quality of services rendered.
- (d) An adequate pension scheme.
- (e) Suitable arrangements in every school district for residence of the teacher.
- (f) Security of tenure during efficiency and good conduct—the right of appeal against and revocation of dismissal.
- (g) The creation of larger units of administration.
- (h) The recognition by statute of a teaching profession.

When these conditions prevail we prophesy that there will be no greater number of teachers leaving teaching than doctors leaving medicine, or dentists dentistry.

CORRESPONDENCE

Mayerthorpe, Alberta,
September 22nd.

Dear Editor,—The Secretary-Treasurer of the Hathersage S. D. has asked me to bring his case before your notice, for advice and comment.

The Board of the Hathersage School advertised for a teacher this summer, and found among the replies one from a certain teacher which suited them. Mr. Bouchier thereupon went into Mayerthorpe and wired to her accepting her application. The teacher wired back confirming the acceptance, and Mr. Bouchier thereupon sent her the contracts to sign. He heard nothing further for a couple of weeks, when he received a letter from the teacher saying that she had changed her mind and accepted another school. He then wrote asking for the return of the contracts, which he subsequently received, in a letter hoping that he had not been inconvenienced. As a consequence, he had to make several trips into Mayerthorpe, a matter of ten miles, and was put to a considerable amount of trouble and loss of time. He is naturally annoyed, and, having rather a good opinion of the Alliance, asked me to write for your opinion.

I have seen all the correspondence myself, and I consider that the teacher acted in a manner calculated to bring disrepute to the profession. There are too many cases of teachers agreeing to take a school and then changing their minds at the last minute, because they hear of another school that suits them better. It is a matter that I consider we should take up strongly. A teacher's verbal agreement should be considered as binding to that teacher as a written contract; and until the teachers realise that fact, they cannot complain of unfair treatment by school boards.

Perhaps it would be possible to air the matter in the A.T.A. Magazine. The name and address of the teacher referred to above may be obtained from Mr. Bouchier of Hathersage, if desired.

Yours sincerely, WELL WISHER.

(N.B.—Editor's Note: The point is well taken. The A.T.A. code of etiquette should prevent this kind of thing. Was she a member?)

Comedy or Tragedy?

AN ARGUMENT FOR MEMBERSHIP

By C.A.R.

ONE glorious summer evening during August my rambles led me to a little town in Alberta on the outposts of civilization but nestling among the hills quilted with golden grain that any farmer would envy.

Surely, here was content and peace! But no! only the semblance of it for the little hamlet was agog concerning what was to be.

It was the event of the year in Ousthemville only the unexpected had happened. For fourteen years the secretary-treasurer of the school district had sounded the retirement of his hirelings, but this year a young couple, man and wife refused to be ousted.

All had gone well till May 1, oh! fickle month of May. This very day the board issued its decree that no more fires should be lit in its two-roomed school, but that fires should be laid against a rainy day.

To mark the change from winter to spring, a paid janitor with a "ski" appendage to his name had his wages dropped from fifteen dollars to ten per month and he thereafter refused to build fires.

The principal reported the matter to the secretary-treasurer, who with the three board members lived hard by, declaring that on more than one occasion he had to badger the janitor to lay fires and had built them himself several times.

The secretary was again notified, but no action was taken.

Then came a day, cooler than usual, June 18, when the principal and his wife dismissed the school about 11 o'clock as the rooms were cold. No fires were laid, no wood was split. The janitor could not, or would not be found.

The board taking umbrage, ordered at special meeting that fires be laid.

Then school closed in June for the holidays the principal remarking in a conversation with the chairman that he would not wish to teach there another year unless his Grade 8 results were satisfactory.

Meanwhile the teachers took a little holiday on their relatives' farm a few miles away.

The board then held a meeting, decided to dismiss the teachers and wrote them to that effect.

About the end of the third week in August the principal learned that all his Grade 8 pupils had passed. The board had meanwhile advertised and had engaged two new teachers. The principal dropped in on the secretary-treasurer and discussed the dismissal, informing him that he and his wife were still legally employed by the board.

Finding itself in an uncertain position the school board communicated with the Department of Education for advice. The teachers, happening to be Alliance members, called in the aid of the executive of the Alberta Teachers' Alliance in self-defence pointing out that the board had not met them to give reasons for dismissal.

The board now called a special meeting inviting its teachers to attend and hear reasons for their dismissal. Nearly every parent turned out

too. Thirty-five minutes later the board, storekeepers all, filed in, the chairman, a round faced placid Englishman, followed by the secretary-treasurer, a canny Scot; a moment or two later a tall, burly Irishman and in his wake a small thin-featured, dark-eyed man answering to the name Lobitinski as near as I could catch it.

The purpose of the special meeting was given and minutes were read. The chairman asked the secretary to read the board's reasons for the dismissal of the teachers:

That the principal did on June 18 dismiss the school at 11 a.m. without notifying the school board.

That the principal said he would not teach school there another year unless the Grade 8 results were satisfactory.

The teachers' representative pointed out that the teachers were still legally employed as the board would see if Clause 6 of the Teachers' Contracts were read.

It transpired that the board members had ignored the contracts in deciding upon the dismissal and here at this meeting for the first time did the chairman really read this clause carefully. The revelation surprised the members and the chairman in hot haste moved that notice to dispense with Mr. and Mrs. F——' services be given and to date from that night.

The board was asked by the Alliance representative whether or not such a dismissal was not damaging the reputation of these young teachers. Was there misconduct or inefficient teaching in light of the facts?

The chairman again had the reasons read and challenged the principal's conduct in dismissing school. The principal asserted that the secretary had been notified by him and he considered that his duty had been done, but it was apparent the secretary had omitted his.

The teachers' representative now asked if Mrs. F—— was being dismissed on these grounds and here the secretary said to the chairman "She should not have married him," but the Irishman replied with more grace "We have nothing to say against Mrs. F——."

Here the Alliance representative asked the meeting to compare what they had discussed with the action of the two board members who had laid themselves open to dismissal for infraction of the School Act, Clause 133, by contracting and supplying wire to the school board for fencing purposes and by selling ice cream for a school picnic. "You heard that in the minutes and it passed unchallenged. Yet these teachers whom the board would dismiss are neither inefficient nor guilty of unprofessional conduct."

"Do you mean that I made profit out of that wire? Are you laying a charge, mister?" the Irishman yelled. Then out of the room he strode with his satellite.

Much fruitless discussion concerning the fire-making followed. Meanwhile ratepayers arose expressing their desire to retain the teachers and then backed it with a petition signed by many parents.

Enter the Irishman and his confrere at this point and they, sensing the turn the tide had taken enter into conference in a corner by themselves.

Ah! the chairman grows sleepy, his chubby

hands ride bridged across his waistline. The secretary prompts him. Out comes his watch two minutes later. He rubs his eyes remarking: "'tis nearly bedtime." He rises to his feet remarking, "You may have my resignation after this meeting if you want it, but I make the motion that the services of Mr. and Mrs. F—— be retained for the coming year." The other members had not seconded the previous one but now this motion was seconded and the vote became unanimous, but the Polish member waited for the signal from his burly friend before he voted.

The meeting then adjourned amicably of course. The proceedings of that meeting were irregular but urban teachers who are Alliance members and those non-members who rest secure in tenure behind your worthy colleagues must know that the rural teachers serves at a great disadvantage in his segregation from his fellows. It was fortunate for this young couple to have secured the aid of the teachers' organization, but there are many cases about which nothing is heard and the non-members must stand the "gaff." The Alliance might advise but cannot handle such cases.

It was only by chance I happened to be present at the meeting described above but what I witnessed convinced me of the real service the Alberta Teachers' Alliance is performing. But insofar as it lacks the co-operation of every member, every reputable member of the teaching body, just to that extent will its usefulness be handicapped and its field of endeavor curtailed.

Clause 6 of the Teacher's Contract could be amended to read "educational reasons" and the authorities could not ignore a strong deputation of a teachers' organization which boasted a solidity of one hundred per cent. Similarly with the question of tenure.

I note that "Layman Contributor" in the April issue of last year said in reference to security of tenure "there is danger of teaching methods becoming stereotyped or even fossilised" but now that the whole School Act is under revision a favorable opportunity has come for the recognition by the Department of Education of security of tenure for its teachers. It has the necessary machinery in its Summer School organization for providing refresher courses in methods of teaching which could be made compulsory every decade or less as the Department deemed advisable.

This step would tend to prevent the teacher being subjected to the kind of indignities under which he or she now labors, give confidence to the younger teachers, prevent the petrifying process among the mature teachers and incidentally abolish grading the same teacher from *Excellent* to *Fair*, on the part of inspectors who, by their inconsistencies cast damaging reflections upon the Department that issues the teachers' certificate.

NEWS ITEM

Mr. Oliver Reed, formerly teaching at Irricana, was seriously injured September 24, on his farm. His foot slipped while he was on top of the separator and it was badly mutilated by the beaters before the machinery was stopped.

The A.T.A. Magazine

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No. 2

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Editorial

ORGANIZED EDUCATION AS MASS PRODUCTION

EDUCATION was originally a local personal matter and teaching was a simple process, but times have changed. Organized education has become a public affair and each age-group becomes in turn first pupil in, then supporter of, the institution called the public school. Compulsory provision of schools, compulsory attendance, and compulsory support and administration now ensure the continuance of educational facilities. No longer is instruction limited to the three R's. Those who teach have mastered the subject-matter of instruction and are in some degree schooled in the technique of child training. The public provides buildings and equipment that guarantee healthful school conditions. The interests of the children are safeguarded in all possible ways. Our modern public schools are rather perfected institutions—huge machines designed and developed to provide free education for all children.

* * * *

UNFORTUNATELY, much of the personal element has disappeared from our schools and from our instruction. We have fixed ages for admission, unvarying subject-matter for one and all, uniform textbooks and assignments, inflexible methods of instruction that have been passed down as professional folk-lore, and a routine of administration into which all must fit. Formal educational processes begin with young children who are very unlike and, because of mass methods of instruction, the school is forced to turn out as its uniform product graduates who can answer given questions in stereotyped fashion with standardized degrees of speed and accuracy. If it were possible to develop the possibilities within each child, the present uniformity of product would not be found.

* * * *

EXPERIENCED schoolmen have always known that no two pupils are alike and they have recognized this fact in their daily classroom demands. The full significance of individual differences in pupils has been grasped only recently by the general teaching body. The educational investigations of the last few decades have piled evidence upon evidence to show the very great differences that characterize the pupils of a given class even when they are of the same age and grade.

* * * *

MUCH of the schools' orthodox procedure aims at smooth operation of the big educational machine, not at the education of individual children. Mass production rather than the training of individuals is favored by the educational machinery we have evolved. Many teachers are now searching for ways and means of adapting instruction to the needs of individual children. Whatever devices they discover must be made useable

in ordinary classroom situations. Methods of making this adaption vary from teacher to teacher but all are interested in the same basic problem.

* * * *

INNOVATIONS are not to be cherished merely because they are novel. In the old there is always much that is worth retaining. We must critically survey the new in order to make sure that we understand the problem in hand and the solution that is being offered or tried.

* * * *

NOR are teachers alone in the growing conviction that the great machine is pushing the student of today along the wrong road, for leading citizens also are beginning to voice insistently their doubts of the efficiency or proper effectiveness of our machine-run systems of education. Premier Brownlee recently gave a large Edmonton audience a glimpse of his own trend of thought and critical attitude towards it. He observed that children were radically different in mental make-up, intellectual endowment, in capacity to absorb knowledge; yet our educational system required them, each and all, to go through the mill in exactly the same way—go through the same grade in the same time; cover the same quantity of work during the same period; study the same subjects and at the end of each year be measured by the same yard-stick, the final examination. He instanced the case of his own two boys so significantly dissimilar in disposition, in intellectual bent, in almost every respect; in fact it was more difficult almost to find similarities than contrasts in their personalities; and it seemed to him irrational to thrust them through the system in the same way. The whole question of education, of administration and instruction, demanded serious concentration with a view to adjustment of the system to the needs of the individual rather than the individual to the needs of the system.

* * * *

THIS professional "folk-lore," this unvarying of the subject matter and inflexibility in methods of instruction—this examination-drilled uniform product, stereotyped and standardized, is spurring thoughtful minds to revolt even in countries where those competent to judge consider the systems of education are far less wedded than is Canada to the great objective, the examination. For example, we give a few drastic remarks of Sir Michael Sadler, delivered before a large gathering of teachers at the University of Manchester, England:

Inert ideas which crush the creative faculty beneath a great machine of examinations are the enemies endangering liberal education today, he said, and that a significant change had crept over what used to be regarded as the place a liberal education should hold in English life.

"This change has been brought about," Sir Michael said, "by something deeper than political suggestion, by something which is even more fundamental than the shifting of economic forces. It is a sign that a new social idea is shaping itself and is making us conscious that sooner or later our long-standing habits of education will be obliged to adjust themselves to needs now, for the first time, beginning to be felt by the community as a whole.

"Men's ideas of a liberal education have always been colored by the social outlook of their time. The position

in which we in England find ourselves at the present time is one in which the old order seems to be passing away, while we are yet unable to discern clearly the features of the new order which by slow degrees will take its place. Hence our educational compromises are inevitable.

"We are in danger of spoiling our education by thinking too much about examinations and by failing to watch very closely the effects of our system of examinations on both the teachers and those who are taught.

"I fear that the great machine of examinations pushes us helplessly farther and farther along the wrong road, and away from the possibility of making English education consonant with the creative faculties of many English individuals. Inert ideals are at a premium. To implant them is the cheapest way of giving what looks like a liberal education. But inert ideas are a blight on the individual and the individual judgment.

"A liberal education should make us sensitive and keep us creative," concluded Sir Michael. "Unless it keeps us creative it is disabling. And the more widely we spread the disabling kind of education the more we weaken the intellectual and moral power of the English people."

* * * *

LARGELY as a result of the developed system, as teachers, we suffer more from timidity and lack of initiative than from inability to follow established routine. One of the most important problems confronting the present-day teacher is that of protecting his pupils from the evils inherent in mass methods of production in education; therefore, when a teacher of experience and training deviates from the time-worn paths in trying some new scheme such as the Dalton Plan, the laboratory method, or any kindred practice, he merits the support and encouragement of all interested parties. One of the problems calling for our attention at the moment is that of getting a due measure of individual instruction into a school system devised primarily for mass methods.

CLAUSE SIX

A CONSIDERABLE number of teachers have recently experienced tangible evidence of the benefits and protection afforded them in Clause Six of the Prescribed Form of Agreement. Several cases have been reported where school boards, evidently too craven to meet the teacher face to face and tell him what was wrong—or *allegedly* wrong—quietly waited until the teacher had left the school for the midsummer vacation, then got busy and "fired" him. In every case the teacher had left school at the end of June, happily anticipating enjoyment and freedom from care. Not expecting to be bothered with official matters; no change of address whatsoever was left either with the school board or the postmaster. On returning from vacation he was astonished to find another teacher installed in his place, ready to commence duties at the re-opening of school. The board explained that the 30 days' notice had been sent to the post office and returned "undelivered, present address unknown."

* * * *

IN the Hunt vs. Brant case Mr. Justice Ives decided that Clause Six must be rigidly adhered to: i.e., the Board, before giving the teacher 30 days' notice, is obligated to give the teacher 5 days' notice in writing of

a meeting called for the purpose of hearing and discussing the reasons of the Board for desiring to terminate the agreement. The Brant School Board gave the teacher a notification that her services would not be required after the end of June—they wanted to reduce her salary, which reduction she neither accepted nor rejected. Shortly after the teacher left, the Board advertised for and engaged another teacher. The "five days' discussion meeting" had not been held and the Court held that the Board, not having complied with the provisions governing termination of agreement, were liable in damages and, accordingly, awarded them.

* * * *

A GAIN, the real germ of the question involved in the Blairmore appeal case (i.e. as far as the Alliance was concerned), was the opinion of the trial judge, that Clause Six was *ultra vires* of the School Act. The Supreme Court of Appeal ruled that such was not the case; in other words, the effect was that the decision of the trial judge in the Blairmore case was overruled on this point, and Mr. Justice Ives' ruling that Clause 6 was enforceable in every regard was ratified. Therefore it is presumably safe to say that school boards who sent the 30 days' notice, without first calling the "five days' discussion meeting," find themselves "out of luck" and the teacher "in luck" with respect to compensation for breach of agreement.

* * * *

THE question of whether or not boards be liable in damages who sent to their teacher five days' notice of the meeting preliminary to dismissal and such notice was undelivered, has not yet been decided. All we can say is, if the Board can not be held liable in damages, they certainly ought to be. But unfortunately, law and justice are not necessarily synonymous terms, and it might possibly be that they clash here; however, that remains to be proven. Surely it is different to contend that a person has been given the "privilege" of attending a meeting if he is away, say in Ontario or some other place where the school board knows for certain:

(a) That if the five days' notice be mailed to the teacher it will not reach him at all, but be returned through the mails undelivered, or

(b) That the five days' notice cannot reach the teacher in time for the meeting, or

(c) That the expense and difficulties involved in proceeding to the meeting are such as to make attendance well nigh impossible.

* * * *

FOR the life of us we really cannot conceive why men and women, generally regarded as of standard courage, fairness in dealing, and uprightness, should disconnect for the time being and assume the attributes of underhand, sneak-thieves. We just wonder what a hullabaloo would be raised by these people, so callous in regard to the teacher's home and property, if, on returning from a holiday they found the homestead

confiscated, the store burned down or the business hopelessly undermined, leaving no alternative but to begin all over again—file an another quarter, re-stock and furnish the store, or commence prospecting for business possibilities in another town or city. We claim that the position of the "fired" teacher is analogous to that of the evicted farmer or "busted" store-keeper, etc.

* * * *

THERE are many reasons why Clause Six of the Contract should be amended or, better, a proviso embodied in the School Act, so that it would no longer be possible for a teacher to be dismissed or his contract terminated during vacation. It is really surprising that a request for such should be necessary. But it might astonish really fairminded people to learn how many school boards are anxious to "dodge" the protective features of the prescribed agreement: for instance, they score out the words: "This contract shall continue in force **from year to year**," and make a term agreement of the document; others try to eliminate that part of Clause Six providing for the "five day meeting." In other words, the aim and intention is to place the teacher in a position of disadvantage:

(1) At the end of each school year the contract will terminate automatically. This being so the teacher, if he desires to remain in the school another year, must commence an annual "dickering" with its attendant "bickering" about salary, discipline, complaints, rumors—they are all there—and a new agreement drafted. Even after that, if the busybodies become too active and the Board is not too strong for them, the new agreement could be terminated before it had commenced operating: i.e., before the end of the midsummer vacation and the opening of school in the September. The "five days' discussion meeting" queers this practice to a great extent.

(2) At any time during the year or during vacation, the teacher can be dismissed without the Board being obligated to discuss with the teacher the reasons or "alleged" reasons for so doing.

* * * *

IF the "Be all and end all" of the teacher's agreement were to provide school boards with unbridled authority to "hire and fire" at will, and to encourage those so disposed to act in a cowardly, secretive and arbitrary manner, then we have nothing more to say—the whole situation is hopeless. But our understanding of the purpose for the formal agreement is to provide some measure of protection to both parties; also to ensure that both teachers and boards might function in the best manner possible in the interests of education, locally and provincially. A straight thirty days' notice without any hearing and without just cause gives the teacher no real protection whatsoever, and, make no mistake about it, a school board which scores out the protective features in Clause Six above mentioned

should be held "Suspect" by teachers. On the face of it their desire is to be in the position of freedom from any awkward queries or trouble in case they may intend to serve on the teacher a "dirty trick."

* * * *

SPECIFIC instances have been brought to our attention since midsummer where teachers have applied for positions, been accepted, and on arriving to commence duties, have been confronted with this mutilated form of agreement for signature on the "dotted line." When a teacher applies for a school he presumes that the prescribed unamended form of agreement will be the one executed, and it is not only unfair but a very mean type of trickery to withhold from the teacher the Board's intention to amend the form to the teacher's disadvantage. Boards who resort to this type of cunning can have no complaint at all if the teachers let them down and secure positions else-

where at the very earliest opportunity. Teachers who have had this trick served upon them would be well advised to make known the facts to other teachers and to the Alliance. Certain boards who make it a practice to eliminate the protective features of the prescribed form, are beginning to realize—if they don't they should—that not only are their teachers irritated but their procedure is becoming well known. We could furnish certain of these boards with the cause for teachers withdrawing after having applied, or after having accepted the school, cancelling the acceptance before the agreement was signed. Teachers are very unwise to continue in the services of such school boards any longer than they can possibly help. They should never sign except under compulsion and after very vigorous protest. In at least ten recent "cases" the teacher would have had no recourse whatsoever had he signed this mutilated form of agreement. Clause Six unaltered and unamended is a real supporter and safeguard.

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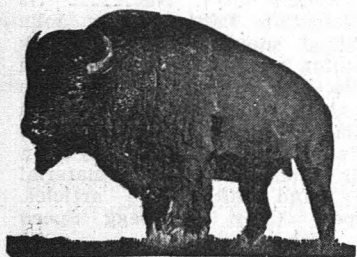
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Random Notes

By W. T. R.

AT the present time education is being exploited by many who have a penchant for indulging in airy nothings. With the possible exception of religion, nothing else lends itself so well to highly fantastic eccentricities in thought and language. Unfortunately, the advocates of the novel and the spectacular in the educational field always find it easy to secure a following.

A few months ago Old Country papers gave considerable prominence to an experiment, fathered by a Vienna teacher, which was at complete variance with all our ideas regarding attention in the schoolroom. The pupils were allowed to loll in class as they wished. They might fix their eyes on anything within or without the room as they pleased. In fact, for the purpose of the experiment, the more indifferent the attitude of the pupil, the better. The results, we are informed, were marvellous. And for many a year we had been deluded into believing that concentrated attention was one of the indispensable conditions of learning. Now we know better. Divided attention is productive of better results.

* * *

It has appeared at last—an exhaustive, up-to-date "Handbook of Morals" for use in public schools. This book, compiled by a State Superintendent of Public Instruction, is authorized for use in public schools by the Nebraska State Legislature. It neglects nothing in the whole gamut of moral education. The use of intoxicating liquor, smoking, close contact dancing, and many other problems are discussed with a candor thoroughly American.

The following are some of the questions to which the teachers are to provide answers:

"How would you inspire a boy to quit smearing the blackboard when erasing it?"

"Should a schoolboy be punished for throwing rinds at young ladies?"

"What makes a youth of twelve or fourteen awkward?"

"How can it be found whether cigarette smoking is or is not good for both sexes?"

"What are the three great reasons why folks do what they do?"

"Can drunkenness or murder ever be considered moral acts?"

The pupil is informed that the use of tobacco is as great an evil as the use of intoxicating liquor and that the time is coming when its use will be prohibited.

Close contact dancing is roundly condemned, and its evil effects are clearly set forth in several pages of the book.

This gem should not be overlooked: "The problem of the senior high school is how to long-circuit primitive man and primitive women into Robert Brownings and Elizabeth Barrett's."

* * *

Someone has said that our attitude towards dumb animals indicates our standard of civilization. If this be true, it must be admitted that, even when all possible allowances have been made for thoughtlessness, the standard of many here in the Great West is not very high.

In the autumn and early winter, hamlets and villages are at times flooded with puppies and kittens. These animals are carried in by people who are quite satisfied to allow them to flourish on their farms during the warm weather when they are a source of trouble to no one. On the approach of winter, the problem of feeding and sheltering them is solved by carrying them in a wagon to "town" and letting them loose in the street to starve or, in the case of the kittens, to become the prey of half-starved dogs.

The tying up of unblanketed horses outside stores and pool rooms, often for hours at a time, is another outrage on civilization not at all uncommon during the winter months.

These are matters to which rural teachers might well give a little attention. A few words to the pupils, when the necessity arises, will help to bring about a much needed reform.

The Barnyard

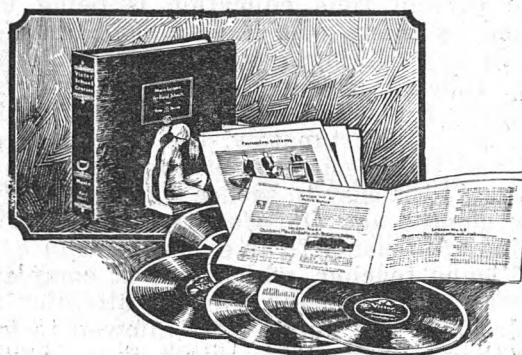
IT is encouraging to know that the tone of our magazine has something to do with the feeling towards us of the organized school trustees of Alberta. That means they read us. On that assumption I venture to spill a few suggestions to them on the painful subject of dismissals.

Numerous dismissals are handed out on the ground that a teacher has failed, during a year's try-out, to establish good discipline or harmonious relations with the pupils. In such a case the school board considers that public interest and school efficiency demand a change. That is the point of debate. I say that the business of removing a teacher on such grounds is generally needless and wasteful, with a tendency to become chronic.

In an old-country boarding school (boys 10 to 18) which enjoyed a good academic reputation, I have had occasion to observe the development of the weak disciplinarian. A green Oxonian would come into our midst, receive the full shock of our assault of organized disorder, and go down in defeat. We had his measure, and with shameful cruelty did our worst with him. The Head kept his nose in the air and saw nothing—wise old man. The parents happily were scattered over the kingdom. The humiliated teacher struggled along, grabbing here and there a few spurs of experience and inspiration, enough to keep his chin above water. Towards the end of the year public examinations pressed sufficiently upon us to reduce us to sobriety, and we became a little used to the sight of Mr. Oxon, presiding over an orderly class.

He was not fired at midsummer. Our school was a business concern with shareholders looking for dividends; and it was felt that to carry an employee over the unproductive period and then turn him off was bad business. No, Mr. Oxon, was back in the field next year, after some deep reflection during the long vacation. He knew the ground now, as well as we did, and was as familiar with the little local usages. Some of the wild spirits were gone, and the rest he had "spotted." A new, callow class came up into his sphere of control, and he had them subjected at once.

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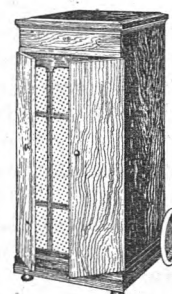
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"I saw your name in the A.T.A."

We had given him hard punishment, but he was still there, far wiser than before; while we were a little bored with hooliganism and more than a little conscious of its reaction upon our examination marks. Still, we put up a few sporadic tricks, only to find our man ready—few words, potent deeds. By the end of the second year we had accorded him our loyalty, because we knew he was sound.

What were our moral gains from such a *laissez faire* system?

- (1) We learned that authority may be goaded, but can't be stampeded.
- (2) We were compelled to admire the ultimate success of a beaten man who wouldn't stay beaten.
- (3) We traced the folly of our time-wasting exploits to its real result, viz., poor academic standing for ourselves; and our failures to their true cause.

What would have been the moral effects of removing the weak disciplinarian after his first year?

- (1) False elation over our triumph over authority as vested in the person of the departed one.
- (2) Instead of admiration for an ultimate hard-won success, unjust contempt for an ignominious failure.
- (3) False attribution of our poor standing to the ousted teacher—the scapegoat driven out into the wilderness with our shortcomings on his back. Conversely, a false discernment of cause and effect—"We play the fool, out goes the teacher; let's do it again."

That scapegoat practice is wrongheaded and widely prevalent. There are towns in Alberta where the educational machinery has been "hitting on three" for years, simply because one after another potentially successful teacher has been let out just when the ascendancy was within his reach after a hard battle of wills. "Not the right man," says the board. Somewhere in Alberta there is the right man, probably at the other end of the province and firmly established. If he moves you have perhaps one chance in forty of receiving his application and then one chance in ten of selecting him. But in the mean time your present man is "having trouble,"—as who does not?—and rather than allow him and his class to make the necessary adjustments, you hook up another, unknown and perhaps even unseen.

Surely that is a wasteful, muddlesome way of staffing your school, Mr. Trustee. This is its effect on the pupils. They become hard-boiled, cantankerous masters of the situation. "Give us more and juicier martyrs" is their attitude. It doesn't matter to them that the teacher has reputation and self-respect to lose, wife and family to drag on "some place else," home to wreck and re-build.

Wouldn't it be better, Mr. Trustee, to consider the ultimate moral effects as above described, to get out of the ring for a second round, to forget the pusillanimous trick of throwing in the towel, and to remember that every time your children "rag" the teacher out of his position lawful authority is knocked through the ropes?

HAYSEED.

FURS AND WILD LIFE

The future of the muskrat industry appears to be secure as far as can be seen into the future, and while the industry is established in other parts of the Dominion it promises to be one which Western Canada will make peculiarly its own.

The recent development of world trade presents few features more remarkable than the rise in the fur imports of the United States, says a Government report. In pre-war days the United States annually imported rather less than \$15,000,000 worth of undressed furs, the annual average between 1910 and 1914 being \$14,700,000. Last year the Republic's imports exceeded the huge sum of \$123,000,000, and the United States appears to have become the magnet for the world's furs of all kinds. There is no doubt that the United States today comprises a fur market which in extent and buying power surpasses anything previously known.

This is of outstanding interest and importance to Canada since the greater part of Dominion production finds its way across the border into the Republic. Of the \$24,023,233 worth of undressed furs exported from Canada in the last fiscal year \$14,168,344 worth, or almost 60 per cent. of the total, went to the United States.

This enormous modern business is due largely to the growth of cheap furs, which is again of pertinent interest to the Dominion since her fur-farming industry is branching out to take in fur-bearers with less value pelts raised on large scale operations, notably muskrat. The muskrat industry looms up of ever greater potential importance. It has already arrived at a place where organization is justified and the Muskrat Breeders' Association is a significant body working in the best interests of the industry.

NANTON

The Nanton Local of the A.T.A. was re-organized at a meeting held in the school on Wednesday, October 3. Officers were elected for the coming year as follows:

President, Kenneth L. Dane; vice-president, Miss E. Robertson; secretary-treasurer, D. M. Fleming; social, Miss E. McVeety; publicity, J. B. Copeland.

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Director
TEACHERS' HELPS DEPARTMENT
MRS. A. JORDAN

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Medicine Hat

ANY contributions, or suggestions as to how the Teachers' Helps Department may be of greater assistance, will be appreciated. We will do our best to answer queries regarding public school work. If you have any hints or suggestions which will help some inexperienced teacher, please send them along.

OUTLINES FOR OCTOBER AND NOVEMBER

N.B.—The following changes have been made in the October outline.

Geography

- Grade 5**—(a) Barriers to Communication.
(b) Zones and characteristic animal and plant life.
(c) The main factors which make the earth a suitable home for man.
(d) Begin the study of Alberta—position, general surface features, variety of elevations, names and location of river systems.
- Grade 6**—(a) The natural resources of Canada which make her potentially great.
(b) The industrial activities of the people of Canada.
- Grade 7**—(a) The natural resources of Eurasia:
(1) Timber.
(2) Fish.
(3) Minerals.
(4) Fertile soil.
(5) Great ports.
(b) Industries of Eurasia.

Literature

- Grade 8**—Silent Reading: "The Tournament."
Oral Reading: "Napoleon and the British Sailor."
Memory: "I Vow to Thee My Country."
(a) "The Birds of Killingworth."
(b) "The Last Fight of the Revenge."
(c) "Ivanhoe and Isaac of York."

Writing in All Grades

The new course in writing is laid out week by week so that there is no need of further planning.

Agriculture

Grades 7 and 8—Complete Sec. 1 and 3 in October.

November Outline

Arithmetic

- Grade 1**—(a) Counting: 1 to 50.
(b) Recognition of groups that make 6.
(c) Recognition and making of the symbols 2, 3, 5, 8, 9 and 10.
(d) Counting backward from 10 to 1.

November and December

- Grade 2**—(a) Teach "1" more and "1" less than the doubles with subtractions also.
(b) Writing and recognition of symbols to 1,000 with place values.
(c) One-half orally with objects.
(d) Teach foot and yard.
- Grade 3**—(a) Multiplication within notation limits by 10, 5, 2 and 4.
(b) Complete subtraction within notation limits.
- Grade 4**—(a) Begin multiplication by two or three figures, checking same by reversing multiplier and multiplicand, and by dividing product by the factors of the multipliers.
(b) Teach denominate numbers in pints, quarts, gallons, pecks and bushels, and give problems in same.

- (c) Teach notation to include millions.
(d) Teach Roman notation, and carry the same on throughout the year.
(e) Stress rapid calculation in multiplication in one figure.

- Grade 5**—(a) Gallon, peck and quart.
(b) Long measure.
(c) Reduction.

Grade 6—Addition and subtraction of fractions as in Sec. 4, (b) and (c).

Grade 7—Reading and writing of decimals; addition and subtraction of decimals; problems involving above and denominate numbers. Constant practise in estimating results.

Grade 8—(a) Taxes; (b) Insurance; (c) Checks.
Reading and Literature

- Grade 1**—(a) Present book (Canadian Reader, Book I), read to Page 21.
(b) Drill: She called, I will, not I, you would, you shall, who will, they did, she did.
(c) Phonics: e, th, ar, w, y, ay, ai, ch, er, v.

- Grade 2**—(a) **Reading—Oral:**
(1) "The Jackal and the Alligator."
(2) "Gray and White."
(3) "Country Mouse and the City Mouse."
Reading—Silent:
(1) "The Reason Why."
(2) "The Two Kittens."
(b) Memorization:
(1) "The Wind."
(2) "My Bed is a Boat."
Optional: "Boats Sail on the Rivers."
(c) Literature: (1) "David and Goliath," or "Hare and the Tortoise."

- Grade 3—Literature:** The Golden Cobwebs.
Memory: The Shepherd's Song.
Stories: Mother West Wind's Animal Friends.
Reader: Pages 84 to 109.
Dramatization: To be selected.
Supplementary Reader: "Winston Reader" or similar book.

- Grade 4**—Memorization: (1) Flander's Fields.
(2) Sweet and Low.

Literature:

- (a) King Arthur's Sword.
(b) The Inchcape Rock.

Silent Reading:

- (a) The Living Line.
(b) The First English Singer.
(c) Three Trees.

Oral Reading:

- (a) The Frost.
(b) A Boy Hero.
(c) Alice and the White Queen.

Literary Pictures:

- (a) Lady of the Lake.
(b) Jack Cornwell on Duty.

Supplementary:

- (a) Cyclops.
(b) How Odin Lost His Eye.
(c) The Hammer of Thor.

- Grade 5**—Literature: Treasure Valley.
Oral Reading: Up the Ottawa River.
Silent Reading: Leif Ericson.
Character Study:
(a) Verendrye.
(b) Gluck.
Memory: Canadian Boat Song.

- Grade 6**—Literature:
(a) Sherwood.
(b) O! Captain! My Captain!
Memory Work:
(a) In Flander's Field.
(b) Love of Country.

Oral Reading:

- (a) The Coyote.
- (b) Gulliver in Giant Land.

Silent Reading:

- (a) The Rescue.
- (b) On Making Camp.

Grade 7—Literature:

- (a) Treasure Island.
- (b) Belshazzar's Feast.

Memory Work: "A Country Boy's Deed."

Silent Reading:

- (a) Hunting the Hippo.
- (b) Lamb's Tales from Shakespeare (optional).

Oral Reading:

- (1) The Coming of Long John Silver.
- (2) For Remembrance.

Grade 8—Silent Reading: The Finding of Wisdom.

Oral Reading: Bob Acre's Duel.

Literature: "The Ancient Mariner."

Memory: Selections from "The Ancient Mariner."

Elementary Science

Grade 1—Birds: Their warm clothing; their flying; their flocking; their twittering; some fly among trees; some swim; main activities of birds; their flying away for winter; some birds stay all winter; feeding of winter birds.

Animals: Kitty at home and what she does; kitty's naughtiness in chasing birds; the dog as a playmate; interesting stories of our dog; other pets: the cow gives milk; the horse works hard; the sheep; the pig; different calls of these animals. Stories.

Grade 2—(a) Domestic animals as in Course of Study.

- (b) Pets: Food, protection and care. Humane stories of animals.
- (c) Weather calendar.
- (d) Moon, its changes.
- (e) Sun: Observation of position at regular intervals.
- (f) Stories of Sun and Moon.

Grade 3—(1) The migration of birds; their flying in groups; ducks and geese; cow-birds and crows. Study of ducks and geese.

- (2) Muskrat.
- (3) Common field mouse.
- (4) Transportation, etc. See Course of Studies.

Grade 4—Nature Study:

- (a) Two Winter Birds.
- (b) Seasonal changes affecting food, clothing, and occupations of the people.
- (c) One fur-bearing animal (wild).
- (d) Evaporation, condensation, frost.
- (e) How trees prepare for winter.

Geography

- (a) Importation—animals from British Columbia; grapes Ontario.
- (b) Astronomy.

Hygiene

Clothing, food, play, rest, sleep.

Grade 5—

- (a) Name the common birds that may have been seen in the district and discuss some things that are characteristic of them.
- (b) The snake and its habits; how it crawls; how it eats; what it eats; its scales and moulting; where it spends the winter.
- (c) Spiders—the peculiar structure of the spider; how it spins its web; how it is able to crawl along its web without being entangled; the patterns of webs it makes; stories about spiders.

Geography

- (a) The drainage systems as determined by slopes, large bodies of water; the nature of the surface—treed and treeless areas.
- (b) The climate of Alberta.
- (c) The resources of Alberta.

Hygiene

- (a) What bones are composed of: mineral matter of which lime is the chief; the change of bone from gristle to hard bone as a person grows older.

- (b) Joints—Finger and wrist, elbow, shoulder, back bone, hip, knee, foot and toe, cartilage between joints to serve as pad. Bone fractures; and what to do. Dislocations and sprains and their treatments and care. The importance of good posture for a growing skeleton. The effect of tobacco upon the growing skeleton of a child.

Nature Study

Grade 6—(1) Vegetables and grains—

- (a) Correlate this with study of Geography in Western Canada and its value there.
- (2) Air as in course.

Geography

- (b) The trade and commerce of Canada.

Hygiene

- (c) The normal pulse. A weak heart and precautions one should take. How to tell when arteries and veins are cut, and what to do in each case. Prevention of infection when a wound is made. What to do in case of nose-bleed.

Grade 7—(1) Geography—

- (a) Routes of Commerce of Eurasia's Great Ports.
- (b) Peoples.
- (2) **Agriculture—Section 2.**
- (c) Sept. and Oct. The Secretary System.

Grade 8—Geography—Canada.

Agriculture—Legumes.

Hygiene—(a) Circulatory system.

- (b) What to do when a vein is severed.
- (c) Fainting.

Language and Composition

Grade 1—November and December.

- (a) Memorization and dramatization of the following:

- (1) Bobby Shaftoe.
- (2) The Old Woman Who Lived in a Shoe.
- (3) Little Jack Horner.
- (4) Christmas poem, as "Away in a Manger."
- (5) One optional hymn or poem.
- (6) Curly Locks.
- (7) Sing a Song of Sixpence.

- (b) Re-telling by pupils and dramatization of a short Christmas story.

- (c) Fewer informal conversations and more attention to the development of the "Sentence Sense", using topics as suggested in September and October.

- (d) The teacher may now write some of the sentences, obtained from oral work, on the black-board and attention will be drawn to the capital at the beginning and the period at the end. Other illustrative material may be used for this also.

- (e) Drill on the correct use of "did" and the placing of "d" as final sound in such words as "and" and "hand."

- (f) Story telling or reading by the teacher of the following stories:

- (1) The Gingerbread Boy.
- (1) Chicken Little.
- (3) The Little Fir Tree.
- (4) Baby Moses.
- (5) Nature Stories.

Grade 2—(a) Composition:

- (1) Copy a one-sentence letter on black-board.

- (2) Teach use of question mark.

- (b) Dramatization:

Chicken Little (Alexandra Reader, Book I).

- (c) Reproduction:

The Snow Blanket.

Grade 3—November, December and January —

- (1) Oral:

- (a) Stories of at least three pictures.
- (b) Continue reproduction of stories.
- (c) Conversation lessons.

- (2) Formal:

- (a) Abbreviations of day, month, and denominate number used in arithmetic.

Lesson Helps

ART FOR OCTOBER IN GRADES I, II and III.

In the outlined courses of study in Art for Alberta schools, on page 87 will be found these words. "Allow the imagination of the pupils to have exercise. Give suggestions, but encourage original work." This is the advice given to the teachers of Grade II so far as Problem II is concerned.

Now it is true that it is very easy to lay down maxims and rules to be followed, but it is quite another matter to carry them into successful operation.

The advice quoted above is excellent, but the question presents itself to every primary teacher "just how am I going to set about it?"

Original work comes best through careful individual study of Nature. The problem under consideration is Problem II, which is usually undertaken in October in Grades I, II and III.

It consists of the making of a landscape in crayon. (1) A Fairy Landscape, (whatever that may mean) and, (2) A Naturalistic Landscape. I would suggest taking the naturalistic landscape first. Four and one-half inches by six, is the size specified in the Course of Study. The sheets of paper in common use in our schools, measure 9"x12" therefore, 4 landscapes 4½"x6" may be obtained from one sheet. In rural schools, for whose assistance this article is chiefly written, Grades I, II and III should work together on this problem. A glance at Problem II for each grade will reveal the fact that this is not only feasible, but that it is what was intended by those concerned in drawing up the course of study.

Each child should be provided with a scribbler to be used as pad under the paper, paper of the required size, and a box of wax crayons. Pastels and Terrachrome have not proved very satisfactory in our schools, because, although they produce in a few cases more beautiful results so far as blending is concerned, yet, in the majority of cases, this is offset by the fact that very many of the results become so smudged and dirty as to be most unsightly. The children's hands, (and in many cases their faces as well) are almost sure to become very much soiled, and their clothing suffers to a greater or less extent. This has been the cause of several unpleasant visits from irate parents in some of our schools.

Although wax crayons are by no means a perfect medium, all things considered, we are bound to arrive at the conclusion that they are superior, for general use to the others. The "Educator" crayons are cheap and of a good quality but other brands may be just as good. Here may I drop a hint that may be of use in practical work with any wax crayons? Never allow the children to hold a crayon in their little hot hands for a moment longer than is absolutely necessary. The crayons melt, and become unmanageable very soon if held thus, and a bending, swaying crayon can never be used successfully by a child.

If the teacher wishes for success in this lesson the first requisite is, that she shall make a landscape HERSELF exactly as she wishes the children to do, before she attempts to present the work to her class. The main cause of failure in obtaining satisfactory work in any grade, in any problem is, I have no hesitation in stating, nine times out of ten, because THE TEACHER HAS NOT TAKEN THE TROUBLE TO PREPARE THE LESSON THOROUGHLY BEFOREHAND and was therefore unable to successfully cope with the difficulties as they arose. Haphazard methods will never result in successful work.

A few hints on the progressive steps which would be required in a good presentation of Problem II may be of value to some overworked rural teacher who has not very much time at her disposal for preparation. A rectangle 17"x24" should be drawn on the blackboard, corresponding in shape with the children's papers, and so placed as to be distinctly visible to every child in the class.

The materials, as mentioned above, having been placed on every desk the lesson might proceed somewhat as follows.

Teacher—"Look at this drawing." (points to rectangle

- (b) Correct uses of hear, here; those, them; may, can; a, an; gone, went; broke, broken.
- (c) Pronunciation drill on words frequently mispronounced. (See Course of Studies).

(3) Written:

- (a) Children should be able to write three well constructed sentences on given topics.
- (b) Word building exercises—words ending in igh, ough, other, ance, etc.
- (4) In December, teach letter as a problem for Christmas. (Writing a letter to Santa Claus).
- (5) Give long words or phrases and have pupils use these for word-building exercises. (See Course of Studies, Page 61).
- (6) Project: Make a book and copy into it the best compositions.

- Grade 4—(a) Formal lessons on use of Dictionary.
- (b) Lessons in which not more than six new words are taught.
- (c) Oral and written compositions. Suggested topics: A Surprise for Mother; A Wounded Bird; Spending a Nickel.

Grade 5—Abbreviations and Contractions.

Grade 6—See September Course.

Grade 7—November. (1) One paragraph, oral and written.

(2) Grammar—Object: Active and Passive Voice.

Grade 8—Grammar and Composition—See Sept. Course.

Citizenship

- Grade 2—(a) Habit of Courtesy.
- (b) Conduct during singing of National Anthem.
- (c) Thanksgiving—gratitude.
- (d) Armistice Day.

- Grade 3—(1) Thanksgiving.
- (2) Armistice.
- (3) Community Life.
- (4) Sense of Responsibility.
- (5) Cleanliness.
- (6) Stories.

- Grade 4—(1) Discuss: Thanksgiving, Armistice Day, Holidays for Children.
- (2) Discuss: Public Safety; Public Health.
- (3) Stories of Humanity.
- (4) History—Armistice Day.

Grade 5—Sense of Justice in recognition of restraint and punishment, Beowulf, St. George, La Verendrye, North West Co.

- Grade 6—(a) The Crusades, Richard I, Robin Hood, and Stephen Langton.
- (b) Police Courts.

Grade 7—Nov. and Dec. Part II, Page 138.

Grade 8—See September Outline.

Spelling

Grade 2—Third column—42 words.

Two-word families.

Grade 3—See September Outline.

Grade 4—See September Outline.

Grade 5—See September Outline.

Grade 6—See September Outline.

Grade 7—November and December.

- (1) Gr. VII. "First Term" words. Page 114 of Course.
- (2) Gr. VII. "Words often confused." Page 115 of Course.
- (3) Gr. VII. "Supplementary" words. Page 122, down to and including "military."

Grade 8—See September Outline.

Art

Grade 1—Ex. XII. Illustrate Rhymes.

Grade 2—Make paper furniture for living-room.

Grade 3—Complete landscape begun. Commence printing of alphabet.

- Grade 4—(1) Ex. II. continued.
- (2) Picture study: "Mother and Daughter."

Grade 5—Construction of booklet.

Grade 6—Sec. 8. Stencil for lampshade.

- Grade 7—(1) Design for book-cover.
- (2) Poster—Teach carrying power of color.
- (3) Picture study: "Return to the Farm."

- Grade 8—(1) Decorative Composition.
- (2) Review Color Theory.
- (3) Picture Study: "By the River."

Penmanship

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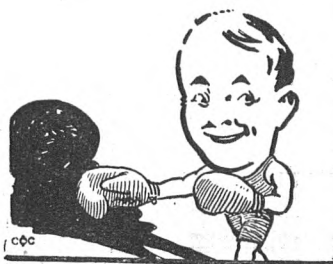
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on blackboard). "Now place your papers on the scribbler on your desks just the same way." (The greater length horizontally).

There will always be, at first, some children who will place the papers incorrectly. The papers all being in position, we will proceed.

Teacher—"Now everybody look out of the window. Do we see more sky or more land?"

If (as is the case in the majority of rural schools in Alberta) the school is on level ground, it will be seen that more sky than land is visible. But the teacher should get this information from her class by actual observation if she wishes to obtain the best results later. When the class is satisfied that there is more sky than land to be seen, the teacher proceeds.

Teacher—"Now I am going to mark off with blue chalk on my drawing on the blackboard, a line showing where the sky begins." This is done—and she continues. "Now we will all draw a blue line on our papers just like the one on the blackboard, being sure to make the part above the line larger than that which is left below." This done, the class is told to hold up their papers for inspection, any corrections necessary are made, and the teacher proceeds. "Holding your blue crayons very lightly in your hand, draw (using the side of the crayon) light lines from side to side across the upper portion of the paper, until the space is covered." The teacher demonstrates this carefully on the blackboard.

Several children from Grades II and III should now be sent to the window and told to look very carefully at the sky, first low down at the horizon, and then higher up, and to tell the class if there is any difference in the TONE of the blue that they see above and below. (See Exercise II, Page 86, No. 3, at the bottom of the page in the Course of Study) where you will find "Aim." To teach the six colours and the light and dark TONES of each of these, in all, 3 Tones, Light, Normal and Dark."

This is a little above the heads of Grade I, but it is part of the work required in Grades II and III.

The older children will easily see that the sky is rarely, if ever, the same tone at the horizon as it is above, it is almost invariably a deeper blue above. Now proceed.

Teacher—"Now we will rub our blue crayons across the upper part of the sky a little more heavily, leaving the lower part as it is, so that we may get it to look as it does in Nature."

When the sky is finished, the observation of the class is directed to the most distant part of the landscape, which is nearly always blue in tone and darker than the sky.

The colour being decided upon, the class after carefully observing the distant sky line, now draws a heavier and darker band of blue touching the lighter blue of the sky at the horizon, the teacher working with them on the blackboard.

Now comes the part where the technical knowledge of the teacher comes in addition to the observing powers of the children. The distant hills are blue, and the foreground is brownish green or dull orange on the prairies in October.

The problem is: How shall we make the transition so that it looks natural?" The teacher now dictates to her class:

"Draw your blue crayons heavily across the paper where the distant hills are, and continue drawing getting LIGHTER and LIGHTER as you come down towards the bottom of the paper.

"Now take your orange crayon and do just the opposite. Begin just below the extreme distance and draw the orange crayon very lightly over the blue getting HEAVIER and HEAVIER as you come down towards the bottom."

If this is done as it should be, you will get an almost perfect transition from the blue distance to the brown or orange foreground, just as it looks in October on the prairies.

TREES are required in all three grades in Problem II, but the trees expected from Grades II and III, are more accurate in representation than those produced by Grade I. The fact remains, however, that ALL trees, grown in the open, under favourable conditions, have a tendency to take the shape of one of their own leaves.

Grade I may be allowed to draw small Poplar leaves (if they can be obtained), place them in the required position on the crayon landscape, and outline them with black crayon, Grades II and III should be expected to draw the shapes without the leaves as patterns, then all three grades may fill in the outlined shapes with orange and black. Black will be easily visible over the other colours, but the orange will require steady pressure to make it show. By blending the black and orange together over the undertone

of blue which is already on the paper, we get a very good representation of the colour of withering leaves in October).

The positions in which we place the trees, and the fact that trees in the distance, appear smaller than those in the foreground, will, of course, form important parts of the concluding lesson.

It is hardly possible, in the ordinary half-hour period, to finish these landscapes. It would therefore be advisable to prepare the background in one lesson, and to put in the trees and road, etc., in a subsequent lesson. The papers should be collected and kept by the teacher (after each child has printed his name on the back), and distributed again for the subsequent lesson.

A few of the best landscapes might then be mounted on grey paper and fastened with thumb tacks to the burlap or somewhere on the walls of the schoolroom.

The "Cut Paper" landscape, and the "Sunset Effects" mentioned in the Course of Study for Grades II and III, may now be approached with more confidence. In the "Cut Paper" work very much depends on the COLOUR and the QUALITY of the paper obtainable. If it is impossible to get paper of the proper colours, or colours that will harmonize, it is (in my opinion) better to concentrate on the crayon work, or to make the "Cut Paper" landscapes simply with black and white paper.

IDA F. TERRY,

Art Instructor,

Medicine Hat City Schools.

SEAT WORK—Grade II.

Choose about three well-known stories—The Three Pigs, The Three Bears and The Gingerbread Boy, for examples. Ask the children to draw a picture of some part of one of these stories. Mark those correct where the teacher has been able to name the story pictured.

Grade II children will enjoy seat work that can be used afterwards. Supplied with paper and scissors they can follow directions for making a pin wheel or drinking cup written on the blackboard. These can be made use of at recess.

Directions for making a parachute may be written on the blackboard also. Ask the children to supply themselves with a small square of cloth, two pieces of string and a nail. The ends of the string are tied to opposite corners of the square. The weight is tied to the strings where they cross. By catching the parachute in the centre of the square and whirling it around, then letting it go, the children will find they have a toy that will give great amusement.

Write directions for cutting out a string of dolls on the blackboard. Several lessons of seat work may be given with these by numbering or naming the dolls and writing directions of how to color the dresses, shoes, stockings, etc.

COMPOSITION—Grade II.

The Question

The question may be introduced by short riddles as:

Who has a blue sweater with red cuffs?

Who has black hair and a red dress?

What has soft fur and whiskers?

This may be followed by questions written on the blackboard. The children write the answers.

Follow this with a sentence and question as:

Mary has a ball.

What have you?

From the last exercise, it can be readily seen where a sentence and a question are alike and how they differ.

LITERATURE—Grade II.

The story of David and Goliath will be far more interesting if prefaced by a short story about David as a shepherd boy and his experiences as recorded in I Samuel, 17, 34 to 37 verses and I Samuel, 16, 14 to 23 verses. This story can also be followed profitably by the story of the wonderful friendship of David and Johnathan—I Samuel, 18, 1 to 5 verses and his great love for Saul, I Samuel, 24 and 26 chapters. While keeping the main story always in the fore, these other stories will help to an understanding of David's nature.

LANGUAGE—Grade IV.

1. Write each sentence in the form of a question:

I am going to the fair.

The little bird sings in the poplar tree.

They have decided to go to town.

Mary will iron our clothes.

Robert can read well.

I am in the fourth grade.

She goes to bed at eight o'clock.



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He forgets easily.

He is a very rich man.

Your hands are dirty.

2. Make three sentences beginning with:

May I; are there; there were; was there; were there; shall; could.

3. Write the opposite to:

A LOUD laugh; the FRONT wheels; MANY people; a GOOD crop; a DARK night.

4. Write each sentence so as to mean the opposite:

He is a HARMLESS, COMICAL, TOUGH, OLD fellow. This STRANGE bird has a LONG, NARROW neck.

Andy Moore was a SHORT, STUNTED boy, TOUGH as a pine knot.

SOBBING, she answered, "I FORGET."

The LITTLE, white pig went up a LARGE hill.

Grade IV.

5. (a) Write correctly, without apostrophes:

I've; don't; I'll; he's; can't; doesn't; there's; would-n't; 'twas; it's; they're; don't.

- (b) Use each of the above in a sentence.

6. Make any change needed to show ownership:

Nells book; a boys bat; the dogs shadow; Bobs pet crow; a horses mane; the childrens games; Somebody's Mother; the horses tails; these birds feet; the ladies hats; the gentlemen's coats; your friends home; the roosters tail; the roosters tails; a leaf's veins; the leaves veins.

7. Write each in another way, but keep the meaning the same:

a house belonging to me.
a farm owned by John.
a lot owned by us.
the book that belongs to him.
an egg laid by it.
fruit that can be eaten.
a hat that is in the fashion.
a house built of logs.
roots that spread in all directions.
a hat without a rim.
a sky covered with clouds.

LANGUAGE—Grade V.

1. Change to the plural:

I bought a new HAT.
SHE hates THIS NOISE.
THOU art holy.
IT is a huge RAT.
THAT HOUSE is too dear.
SHE has HIS ball.
IT lost all ITS hair.
HE helped ME.
THIS KNIFE cost nothing.
THAT was ITS nest.
I know her name.
THIS WOMAN is HIS SISTER.
IT makes ME cross.

2. Change to the singular:

The BEES come to see US.
MEN hunt BEARS for THEIR SKINS.
THEY snatched our HATS and CAPES.
WE wash OURSELVES.
WE bought THEIR OXEN at the sale.
DEER move gracefully.
FLIES bother THEM.
BOYS climb TREES for the NESTS of birds.
YOU know US.
OUR LESSONS are difficult.

3. Combine each group into one sentence and punctuate:

1. A boy was punished. He was an idle boy. He was a lazy boy. He was a cruel boy.
2. May has a dress. It is a new dress. It is made of silk. It is of a black color.
3. He is a man. He is a comical man. He is a harmless man. He is a tough old man.
4. It is a big dog. It is a white dog. It is a cross dog. It belongs to me.
5. I found a box. The box was made of wood. It was a small box. It had a broken lid.
6. Mary wrote a letter. It was a long letter. It was a newsy letter. It was a cheerful letter. The letter was written to her mother.
7. A flower grew. It was a pretty flower. It grew by a spring. It had five petals. The spring was in the bush.
8. We followed the path. It was a narrow path. It was a winding path. It was made by cattle. It led to a glen. There were many rocks in the glen.
9. The trapper lived in a cabin. It was a small cabin.

It was built of logs. It was built on the side of a hill. The hill was steep.

4. Punctuate and insert capitals:

1. daniel said let us ask father about it
2. our schoolmaster said my children this is the last time that I shall give you a lesson.
3. we hear nothing but the wind in the tree-tops said the others
4. thou shalt delight in sweet sounds said the fairy
5. what are you doing there asked his father
6. run away and do not disturb us was the father's reply
7. well I have been very happy he thought in the midst of his pain and I must be contented with the past
8. yes said the artist quietly but I never saw this dog before
9. well done lad cried the smith never have I seen a keener edge
10. eyes you have but they see not replied the black knight for if ever I saw a golden shield in my life this is one.

HALLOWE'EN

Grades II, III and IV.

Hallowe'en or Hallow-Even, the evening of the 31st of October, which is the eve of All-Hallows, or All-Saints Day, November 1. This was originally a pagan celebration when, in thanksgiving for the harvest, the Druids of England held their great autumn festival. In their celebration they lighted fires in honor of the sun god; and in many parts the lighting of bon-fires long remained a feature of their festivities. In Ireland the lord of death was supposed to assemble wicked souls which, during the preceding year, had been condemned to inhabit the bodies of animals. To these features were added, in early Christian times, other characteristics of the Roman festival, and thus nuts and apples, typical of Nature's bounty, came to play an important part in various rites. Some of the old beliefs have long since been outgrown, but uncouthly dressed, fun-loving young folks play at being witches, ghosts, and fairies, while fantastic lanterns lend an eery charm to the evening.

IF YOU'VE NEVER

If you've never seen an old witch
Riding through the sky—
Or never felt big bat's wings
Flopping, as they fly—
If you've never touched a white thing
Gliding through the air,
And knew it was a ghost because
You got a dreadful scare—
If you've never heard the night owls,
Crying, "Whoo—whoo—whoo?"
And never jumped at pumpkin eyes
Gleaming out at you—
If all of these exciting things
You've never heard nor seen,
Why then—you've missed a lot of fun,
Because—that's Hallowe'en.

—ELSIE M. FOWLER.

Some quaint room decorations may constitute the "Busy Work" for days preceding Hallowe'en itself. Such work is sure to be interesting to the small children. Let them make booklets in the shape of pumpkins, black cats, witches' hats; or broomsticks. Rows of cats, or fairies, or brownies may be cut out of white paper and used as a border for the blackboard. Some of the larger boys might make real jack-o'-lanterns. These activities will form a basis for some live language work. Some of the smaller children may prepare Hallowe'en recitations too, while some of the older ones might tell short fairy stories.

THANKSGIVING DAY

Grades II, III and IV.

It's History

Each autumn the Romans held thanksgiving feasts in honor of the goddess Ceres; the Greek at about the same time, honored Demeter. The Israelites set aside, too, days for thanksgiving. Special days have been set aside for thanksgiving purposes by various nations from time to time.

The First Thanksgiving in America

The first Thanksgiving Day in North America was held at Plymouth in November, 1621, a little less than a year after the Puritans had landed in America. It was appointed entirely for religious purposes in order to give the settlers in this new country an opportunity to express their gratitude

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for the dangers they had passed, and for the bounties they had enjoyed. The settlers entertained many Indian guests on that occasion, and the feasting lasted for several days. From that time on the custom seems to have become more or less general, and to have passed to the other parts of North America. In Canada we celebrate our Thanksgiving Day on the Monday nearest Armistice Day (November 11).

The lesson to be emphasized by the teacher is the thankfulness all should feel for the good that has been bestowed during the year just closing; a recognition that all are dependent upon a Higher Power. When this thought has been brought out, application can be made to individual circumstances of the year—good crops, favorable harvesting conditions, the blessing of peace, freedom from epidemics, etc.

In Grade VIII, the picture "Pilgrims Going to Church" can most fittingly be studied at this time.

ARMISTICE DAY

November the 11th is Armistice Day. On November 11, 1918, Germany and the Allies signed an armistice bringing to an end the dreadful war that had been waging since August, 1914. It is not a national holiday in Canada, but at eleven o'clock in the morning (the time at which the armistice was signed) a two-minute silence is observed throughout Canada "Lest we forget."

NATURE STUDY

The Snake—Grade V.

The snake belongs to the reptile family, representatives of which are found in temperate and tropical parts of the world. The various species vary in length from five inches to thirty feet. All serpents have round bodies with no distinction of neck, trunk, or tail; no limbs except in rare instances where there are traces of hind limbs; no external ears, and no eyelids. To protect the eyes there is a small transparent cap, like a tiny watch crystal, which is shed with the skin two or three times a year.

The snake has a backbone which stretches through the whole length of its body. It is made of many bones that fit into each other like ball-and-socket joints. This makes the body extremely flexible, and enables the reptile to twist easily in all directions. Arranged in pairs on either side of the back bone are many ribs with free ends, these being joined to the back-bone by ball-and-socket joints. These enable the ribs to move in every direction. The skeleton is all backbone and ribs—there is no sign of a limb bone.

The bodies of serpents are covered with smooth shining scales. On the back the scales are arranged in rows which run lengthwise of the body, each scale partly overlapping the one behind it. On the lower side of the body the scales are larger, run crosswise, and join the lower free ends of the ribs. It is by means of these scales that the snake moves about. When it wishes to move, it first advances the ribs, and with them the under scales. These take a firm hold of the ground, and the body is drawn forward with a gliding, creeping, serpentine movement. The scales are like an immense number of feet, and the snake leaps, climbs trees, or swims.

The jaws of the serpent are elastic. The sharp, spiky, backward pointing teeth aid this flesh eater in holding its victim for a meal fast, while the victim is being gradually swallowed. The head is so arranged that the snake can, move not only the lower jaw but the upper jaw as well so that the mouth may be widely opened. The tongue is long and forked, and capable of great extension.

The food of the snake consists of insects, birds, toads, frogs, etc., all of these being swallowed whole.

The snake is a winter sleeper in cool climates because there is no winter food for it. Being cold blooded it simply crawls into shelter during the winter.

The snake sheds its skin two or three times a year to permit of the growth of the animal.

PEOPLES OF EURASIA

Grade VII.

Central Europe is the meeting place of the three great divisions of the White Race—Teutonic, Latin, and Slavonic—while there is a large admixture of Jews who for so many years were a people without a nation. Northwestward from Central Europe we find the Teutons, southwestward the Latins, and to the east and southeast the Slavs.

The people of the White Race do not all speak the same language but some of the simpler words are very much alike. This similarity points to the fact that in the early

ages, when life was very simple, the White Race formed one family. Then this family grew up, as it were, went out into the world to set up new families here and there. As time went on the regions which they chose effected their language—those in the colder lands developed thick guttural sounds, while those in the warmer lands spoke more clearly and distinctly. Consequently there arose a great division of the race into Northern and Southern. Those of the north have been named Teutons and those of the south Latins. The Alps divided the two branches very definitely. The climate to the north and south of this great mountain wall had formed the fair-haired, blue-eyed Teuton and the black-haired, dark-eyed Latin, respectively.

The Teutons live principally in Britain, (as the descendants of the Jutes, Angles and Saxons) in Germany, in Holland, in Denmark, and in Scandinavia. The Latins live largely in France, Spain, Italy (which was the original home of the Roman race), Spain, and Roumania.

It was late in the history of Europe before Russia became a nation. Her people who were known as Slavs, seem to have sprung originally from South-western Asia and to have pushed their way into the mainland of Europe. Central Russia is still distinctively Slav but on the western frontier they have mingled with both Teutons and Latins.

The Turks are a wide-spread race extending from Europe through Asia to the shores of the northern ocean. They are the descendants of a small band of Nomadic adventurers who left Central Asia in the 13th century, and drifted into Asia Minor in search of fertile lands. They embraced the Mohammedan religion, and laid the foundation of the Ottoman Turks. These people originally belonged to the Mongolian race, but by centuries of intermarriage with subject peoples, have become more Caucasian than Mongolian. Though they have been in Europe for centuries, they are still eastern in their dress and habits. They are poorly educated, the Mohammedan priests acting as teachers.

The Arabs as a race are of middle stature of a powerful though slender build. They have a skin more or less brownish in color, but in towns and in the uplands they are often almost white. The features are well-cut with straight nose and high forehead. They are naturally active, intelligent, and courteous.

They are divided into two great classes, the "nomadic folk" and the "settled folk." The nomadic folk or Bedouins are governed by their sheiks. The settled folk are grouped under independent systems of government. Modern Arabian history has its beginning in the career of Mohammed, who united the country under the religion he founded. The Arabs have no system of public education and children are trained wholly in the home.

Three-fourths of India's population are Hindus who are descendants of the great Aryan race. They are supposed to have crossed the Himalayas from Central Asia and settled in the great plain of India. Most of them adhere to Brahman faith. The people are divided into castes—the Brahmins or priests constitute the highest class, then comes the warrior class, then the merchant class, and finally the lowest caste of all.

The Hindu excels in patient endurance, under trial and temptation. They possess wonderful memories, and brain power of a high order. They do not think it wrong to fawn and cringe, lie or cheat, but under British protection they have improved.

The Chinese belong to the Mongolian race, but with them the harsher features are considerably softened. They are generally of a low stature, and have small hands and feet. They have a dark complexion, wide forehead; black hair; eyes and eye-brows obliquely turned upward at the outer extremities. In bodily strength they are inferior to Europeans but stronger than most Asiatics. Their patient endurance of fatigue makes them valuable as laborers. They are very polite. The majority of the population adhere to the Buddhist faith.

The Japanese belong to the Mongolian race also. They are generally distinguished by broad skulls and high cheek bones; small black eyes, obliquely set; black hair; and a yellow or light olive complexion. Some are good-looking, and many are well-made and active. They are careful, skilful, persevering, and courageous, as well as frank; good-natured, and courteous. Their two principal religions are Buddhism and Shintoism.

Valuable Reference Books

Grade VI.—(1) Builders of History, Canadian edition, Longmans, Green and Company.

Grade VIII.—(1) Highroads to Geography, Book III.
(2) Economic Geography of the British Empire, by C. B. Thurston, University of London Press.

Every Student Every Teacher—

IN EVERY PART OF CANADA WILL WANT TO WIN A SHARE OF THE

More Than \$1,000.00 Cash Prizes Offered in

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November 11th will be the tenth anniversary of the Armistice which ended the greatest war in history. The boys and girls of today were then infants, unable to grasp the significance of the colossal struggle which had waged for four years. The publishers and editors of MacLean's Magazine, appreciating the importance of having Canadian youth realize the fullness and greatness of the contribution and sacrifice made by Canada and Canadians in the Great War, have decided to offer prizes to the total cash value of more than \$1,000 for the best ten essays submitted by Canadian school children on the subject

"WHAT THE STORY OF CANADA'S WAR EFFORT HAS TAUGHT ME"

That story now is being told by MacLean's. In the July 1 issue, Major George A. Drew, in "The Truth About the War," told of the mighty achievement of the British Empire. In the October 1 issue, Major Drew tells part of the story of Canada's amazing contribution, and in the October 15 issue of MacLean's that story will be concluded. These articles will provide the material on which the essays must be based.

FOR TEACHERS TOO

The suggestion is made to teachers that they draw the attention of their pupils to Major Drew's articles and to this contest; that they encourage their pupils to write essays, and that they co-operate by selecting the best essay or essays written in their classes and submitting them in the contest.

Some one pupil and his or her school will receive \$350 in cash between them, as well as great honor for the class and school they represent.

The Prizes

A total of \$1,025 in cash is offered by the Editors of MacLean's Magazine, to be divided as follows:

Prizes For Pupils

In each of the ten provincial divisions of Canada (because of the density of its population, Ontario is divided into two sections) the pupil whose essay is adjudged the best will be awarded a cash prize of \$50. The ten winning essays will then be rejudged and the pupil who, in the opinion of the judges, has submitted the best entry from all Canada, will receive the Grand Prize of \$250 in cash, instead of one of the Provincial Prizes.

Prizes For Schools

In addition to the above prizes, the school whose pupil wins a Provincial Prize, will receive a cheque for \$25 to be used for the purchase of Canadian books for the School Library or for the purchase of School Equipment. There will be one of these school prizes awarded in each division. The school whose pupil wins the Grand Canadian Prize, will receive a cheque for \$100 (instead of the provincial cheque for \$25) this amount to be used for the purchase of Canadian Books for the School Library or for the purchase of School Equipment.

Who May Compete

Any Canadian boy or girl up to the age of sixteen (that is any who, on November 1, will have not reached his or her seventeenth birthday) and who is attending any school, may compete. Boys and girls not attending school may not compete.

The Rules

(1)—Essays may be of any length up to 1,000 words. They must not be longer than 1,000 words. They do not have to be that long.

(2)—Essays must be based on the articles by Major Drew appearing in MacLean's July 1, October 1 and October 15 issues.

(3)—Essays must be written by hand on one side of the paper only.

(4)—Competitors should keep a copy of their essays, as the publishers cannot undertake to return any of the entries.

(5)—All essays must be mailed not later than November 5th. Essays post marked after that date will not be considered. The last article on which the essays are based will appear in MacLean's October 15, on sale on that date. This allows three weeks for the preparation and mailing of entries.

(6)—The awards will be announced as soon as possible after December 1st.

(7)—The judging of the essays will be done by a committee of outstanding men under the chairmanship of Dr. E. A. Hardy, Immediate Past President of the Canadian Teachers' Federation.

(8)—No discussion can be entered into by correspondence, telephone or otherwise regarding MacLean's National Essay Contest. All entrants are understood by the fact of their entry to accept the judges' decision as final.

(9)—All entries must have the following information on the reverse side of the last sheet of the entry:—

(a) Pupil's name in full along with date of birth and Post Office address.

(b) Name and address of school and grade of the pupil.

(c) Signature and school address of teacher, who thus certifies that the essay is the original work of the pupil.

Where to Get Copies

Copies of MacLean's Magazine may be purchased from your local newsdealer at 10c. per copy, so that any pupil or teacher interested may read the articles should they not already be subscribers to MacLean's. If your local newsdealer has not got copies of MacLean's on hand, ask him why and order from us direct. Every newsdealer in Canada has been informed of this offer and should have a supply on hand to fill your order.

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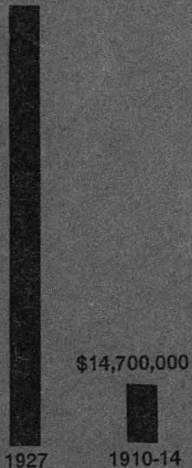
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